DOCUMENT RESUME

ED 306 379 CE 052 317

TITLE	Apparel. Vocational Home Economics Education.
INSTITUTION	Texas Tech Univ., Lubbock. Home Economics Curriculum Center.
SPONS AGENCY	Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE	Sep 88
NOTE	148p.; For related documents, see CE 052 311-321.
AVAILABLE FROM	Home Economics Curriculum Center, Texas Tech University, P.O. Box 4067, Lubbock, TX 79409.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Behavioral Objectives; Careers; Clothing; *Clothing Instruction; Course Content; Fashion Industry; Needle Trades; *Occupational Home Economics; Secondary Education; *Sewing Instruction; State Curriculum Guides; *Textiles Instruction

ABSTRACT

This curriculum guide for apparel is one of a number of guides developed for use in vocational home economics education in Texas. Introductory materials address use of the guide and list the essential elements upon which the content is based. The guide is divided into six units: individual and family apparel decisions, apparel management, selecting fabrics, apparel construction, the apparel industry, and career options and adjustments. Each unit lists competencies and subcompetencies at the beginning of the section. Concepts related to the competencies are listed in the right-hand columns. Learning and evaluation experiences are found in the left-hand columns. Teaching aids keyed to learning and evaluation experiences--transparency masters, activities, and exercises--are located at the end of the guide. Designations have been used in the content for (1) developing skills within the Texas Common Elements for all vocational education; (2) applying basic/academic skills; and (3) developing critical thinking skills. Key points for content discussion and review are also indicated. (YLB)

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APPAREL

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APPAREL

Developed and disseminated by:

HOME ECONOMICS CURRICULUM CENTER
Box 4067, Texas Tech University
Lubbock, Texas 79409-4067

Directed by:
Texas Tech University
College of Home Economics
Lubbock, Texas

In Cooperation with:
Texas Education Agency
Department of Curriculum and Instruction
Division of Vocational Programs
Vocational Home Economics Education
Austin, Texas

SEPTEMBER, 1988

ACKNOWLEDGEMENTS

This *Apparel* guide was prepared by the Home Economics Curriculum Center staff through funding from the Texas Education Agency, Austin, Texas, under Part B, Program Improvement, of Public Law 98-524, in cooperation with the College of Home Economics, Texas Tech University, Lubbock, Texas. The Division of Vocational Home Economics Education, Texas Education Agency, provides supervision and directional guidance for curriculum development.

The persons listed below made special contributions to the development of this publication.

Texas Education Agency Vocational Home Economics Education staff in Austin:

Judith A. Hetherly
Program Director

Gay Nell McGinnis
Assistant Director

Virginia Chancellor
Occupational Education Specialist

Cindy Gruner
Occupational Education Specialist

Sharon Reddell
Occupational Education Specialist

Patsy Hallman, Stephen F. Austin University, Nacogdoches, served as the primary writer for the *Apparel* curriculum guide.

Members of the Advisory Committee provided input regarding content and reviewed drafts of the materials. This Advisory Committee offered special assistance in the areas of secondary education, post-secondary education, higher education, and business/industry.

Field reviewers included Vocational Home Economics Education teachers representing schools of varying sizes across the state who reviewed drafts of the materials and provided input regarding content. Texas teacher reviewers and the high schools represented were:

Ora Taylor, Tyler HS, Tyler
Kathi Davidson, Ft. Worth ISD, Ft. Worth
Carolyn Whiteside, Hays HS, Buda
Dorothy Wolff, Hondo HS, Hondo
Valarie Trawick, Douglass HS, Douglass
Joann Lancaster, Bowie HS, Bowie
Joann Lindsey, Devine HS, Devine
Mary Gaskey, Fabens ISD, Fabens

Betty Robinson, Director of the Home Economics Curriculum Center

Shiretta Ownbey, Curriculum Specialist, assisted in the production of this guide.

Sandra Hurdle edited the materials.

Mike Nickell coordinated the artwork.

Deborah Milosevich and Mike Nickell designed the cover.

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TABLE OF CONTENTS

ACKNOWLEDGEMENTS iii

COMPLIANCE STATEMENT iv

APPAREL GUIDE

Overview of the guide vi
Essential elements vii

UNIT 1: INDIVIDUAL AND FAMILY APPAREL DECISIONS

Individual and family clothing decisions 1
Social and cultural influences on apparel preferences 5
Fashion trends and how they are determined 8
The impact of technology on apparel needs, material, and practices 10
Relating design elements to apparel design 11

UNIT 2: APPAREL MANAGEMENT

Principles of effective wardrobe planning 15
The influence of advertising on consumer apparel choice 19
Labeling requirements for fabric and apparel 21
Clothing care products and equipment 22
How lifestyle changes affect apparel choices and management 25

UNIT 3: SELECTING FABRICS

Fiber and fabric characteristics 29
Relating textile characteristics, design, and finishes to specific uses 32

UNIT 4: APPAREL CONSTRUCTION

Proper use and care of equipment, tools, and notions 35
Basic pattern alteration techniques 37
Construction, pressing, and repair techniques 39
Principles for altering ready-made garments 47

UNIT 5: THE APPAREL INDUSTRY

Sources of supply for apparel and fabric 49
Factors influencing the apparel industry 52
The interrelationship of the apparel industry and the national economy 54

CAREER OPTIONS AND ADJUSTMENTS

Personal characteristics needed for apparel careers 57
Management practices facilitating individuals assuming multiple roles 59
Demands and rewards in relation to personal and family life 61
Effective money management 61

TEACHING AIDS 63

APPAREL

Apparel is one of the various curriculum guides developed for use in Vocational Home Economics Education in Texas. Additional guides are available for secondary education in the areas of Comprehensive and Technical Home Economics, Home Economics Cooperative Education, Home Economics Pre-employment Education (including courses designed for the academically disadvantaged and handicapped students). Other guides are available for adult education and post-secondary education in home economics subject training areas.

Overview of the Guide

Each subject guide is written to the teacher and is correlated closely with the Essential Elements prescribed by the State Board of Education in Texas Administrative Code 75.50 (b), and 75.83 (a) thru (x). The competencies in each guide are the essential elements and the sub-competencies are the sub-elements prescribed in the Texas Administrative Codes for Vocational Home Economics. The conceptual outline as shown in the left hand column (a corresponding learning and evaluation experiences in the right hand column) relate to the sub-element of each unit. Teaching Aids keyed to the learning and evaluation experiences are located at the end of each book. Designations have been used in the content for developing skills within the Common Elements to all vocational education courses with a designation of [C]. The application of basic/academic skills has been given a designation of [B]. Key points for content discussion and review have been given a KEY QUESTION designation, and methods for developing critical thinking skills have been given a CRITICAL QUESTION designation.

Particular care has been taken to provide age appropriate concepts and learning activities. Teachers will need to exercise judgement, initiative, imagination, and creativity in working cooperatively with students, parents, school administrators, and local advisory council members to develop a local program that will serve the students enrolled in Vocational Home Economics Education. The subject area guides are intended to guide the content, not dictate the content.

TEACHERS SHOULD NOT EXPECT TO USE ALL OF THE SUGGESTED EXPERIENCES IN ONE CLASS NOR FEEL THAT ALL ARE NEEDED TO TEACH ONE ESSENTIAL ELEMENT (WHICH INCLUDES THE COMPETENCY AND SUB-COMPETENCIES). The variety of experiences included should enable teachers to select and use those teaching-learning experiences that will help students reach the objectives.

An excellent resource for information on teaching all students is the book, *Guide to Teaching*. The book addresses methods for teaching students with varying learning levels. It also provides special guidelines and information regarding the at-risk students and the disabled or handicapped students.

TAC 75.83
APPAREL

(o) Apparel (1/2 unit) shall be a laboratory-oriented course and shall include the following essential elements:

(1) Concepts and skills affecting individual and family apparel decisions. The student shall be provided opportunities to:

(A) identify factors and resources affecting individual and family clothing decisions;
(B) describe social and cultural influences on apparel preferences;
(C) identify fashion trends and how they are determined;
(D) explain the impact of technology on apparel needs, material, and practices; and
(E) relate design elements to apparel design.

(2) Concepts and skills of apparel management. The student shall be provided opportunities to:

(A) apply principles of effective wardrobe planning;
(B) describe the influence of advertising on consumer apparel choices;
(C) identify labeling requirements for fabric and apparel;
(D) compare clothing-care products and equipment; and
(E) explain how life style changes affect apparel choices and management.

(3) Concepts and skills for selecting fabrics. The student shall be provided opportunities to:

(A) identify fiber and fabric characteristics; and
(B) relate textile characteristics, design, and finishes to specific uses.

(4) Concepts and skills for apparel construction. The student shall be provided opportunities to:

(A) demonstrate proper use and care of equipment, tools, and notions;
(B) apply basic pattern alteration techniques;
(C) demonstrate construction, pressing, and repair techniques; and
(D) apply principles for altering ready-made garments.

(5) Concepts related to the apparel industry. The student shall be provided opportunities to:

(A) compare sources of supply for apparel and fabric;
(B) describe various factors influencing the apparel industry; and
(C) describe interrelationship of the apparel industry and the national economy.

9

TAC 75.83
APPAREL
UNIT I

COMPETENCY: (o.1) *Concepts and skills affecting individual and family apparel decisions.*

SUB-COMPETENCIES:

(A) *Identify factors and resources affecting individual and family clothing decisions.*

(B) *Describe social and cultural influences on apparel preferences.*

(C) *Identify fashion trends and show how they are determined.*

(D) *Explain the impact of technology on apparel needs, material, and practices.*

(E) *Relate design elements to apparel design.*

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
I. Individual and family apparel decisions A. Factors and resources affecting individual and family clothing decisions 1. Functions of clothing	Ask students to read from selected resources regarding functions of clothing. KEY QUESTIONS: How do protection needs vary in geographical regions? What are examples? How do protective needs vary with activity? What are examples? Do modesty needs vary from age to age? Why or why not? Does religion affect modesty needs? Why or why not?[B]
	Print the following four words on long strips of poster board: protection, modesty, expression, adornment. Attach the strips to a wall and explain each as a function of apparel. Have students open envelopes found on each desk. The envelopes should contain several pictures of apparel. Be sure to include males and females in the pictures. Have students look at each picture and then tape each under the word that describes its function. KEY QUESTIONS: In what ways are clothes worn for protection? modesty? expression? adornment?
2. Factors affecting clothing decisions	Guide students to brainstorm for factors regarding functions of apparel that affect clothing decisions. Refer to Teaching Aid 1, Factors Affecting Clothing Decisions. Record ideas on the chalkboard following the same mind-mapping method used on Teaching Aid 1. Ask students to list in a column on a sheet of paper each item of apparel they are wearing. Ask them to write in a second column the reasons they chose to wear each item. Have students analyze their lists and name the influences that affected their choices. KEY QUESTIONS: Why do people choose to wear

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[B] = Basic Skill Reinforcement

certain apparel on a specific day or to a specific occasion? Why do individuals avoid wearing some types of clothing? What prevents people from wearing first choice items?

Have students list the roles they fill at various times, such as student, child caregiver, swimmer, employee, jogger, ball player, and worshiper. Explain how roles often determine the clothing a person wears. Have students list items of apparel suitable for each of the roles listed, give reasons for choices, and suggest ways the time of year would affect clothing choices..

Write the words "in" and "out" on the chalkboard. Ask students to list clothing items under each heading. Students should base their decisions on whether the item of clothing is currently popular with their friends. KEY QUESTIONS: Which items listed under the word "out" would you wear? Why? Why not? What does your answer indicate about the influence your group has on your clothing choices? How does your reaction to peer pressure in clothing choices compare to reactions to peer pressure in other areas of your life?

Divide the class into groups. Have each group select a leader and recorder. Instruct each group to consider the influence family standards have on clothing choices. Group recorders should compile a list of rules or demands for dress. The list could be based on rules of the families represented by members of the group or by families of their friends. Instruct the groups to share their reports to help students understand the influence of family standards on dress.[C]

Lead a class discussion regarding possible reasons for having a school dress code. Divide the class into groups. Instruct each group to collect examples of apparel that follow the dress code. Have each group share their examples with the class. KEY QUESTIONS: Why do schools have dress codes? What would happen if there was not a dress code? How has the dress code changed over the years? In what other areas are dress codes enforced?

Show a filmstrip or other visual aid to illustrate the influence of fashion on dress. Many contemporary visual aids on current fashions are available. KEY QUESTIONS: What is meant by *fashion*? How often do fashions change? Why? What are characteristics of current fashion? What current fashion characteristics are currently seen in this classroom? How is fashion important to you? Why is fashion more important to some than others?

[C] = Common Essential Element

To help students understand the influence of advertising, ask them to recall the last clothing purchases they made. KEY QUESTIONS: Why did you buy the item? Where did you buy the item? How did you learn about the item? How did you decide where to shop? How would you summarize your clothing decision?

Lead a class discussion on the influence advertisements have on clothing decisions. Have students collect effective advertisements. KEY QUESTIONS: Where did you first look for advertisements? Why was that your first choice? How do businesses determine where to advertise their products? Why are certain advertisements appealing to you?

List various sources of advertising, such as television, newspapers, and radio on the chalkboard. Have students vote with the thumbs up sign if they are exposed to each of the advertising sources or with the thumbs down sign if they are not exposed. Explain that advertising affects many choices. Students will learn more about advertising later in the course.

As a Student Occupational Activity, students may conduct a school survey regarding the affects of advertising. Students should report their findings in class and in a school newspaper article. KEY QUESTIONS: What percentage of students were strongly affected by advertisements? Were the effects positive or negative? What types of advertisements affected students the most? Were students affected most by television, newspaper, radio, or magazine advertisements?

Lead a class discussion on the influence of personality on choices. Have students identify and describe favorite garments they like to wear. Students should explain why the garments are their favorites. KEY QUESTION: What does the garment say about you and your personality?

Instruct students to write about a personal experience in which they felt very good or very bad about what they were wearing. Students should explain why they felt the way they did and how the feeling could have been reversed. Have volunteers share their experiences with the class.[B]

To show the effect of culture on clothing, ask students to bring to class items of clothing representing other countries. Create a display using the clothing items. Pictures from newspapers, magazines, and sketches may also be used in the display. Instruct students to analyze the items and suggest ways they may have

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[B] = Basic Skill Reinforcement

influenced contemporary design and decoration. KEY QUESTIONS: What contemporary designs were influenced by clothing from other cultures? What countries have had the most influence?

Have students or guests from other cultures model traditional apparel, such as a Hawaiian Mau Mau, an Indian Sari, or a habit of the priesthood. KEY QUESTIONS: Why do you wear the apparel that you do? How do you care for the apparel? Does the design of the clothing give clues about the culture's lifestyle, environment, or beliefs?

Using the round robin technique, summarize the factors affecting clothing choice by asking each student to name an influence and cite an example. Influences include advertisements, personal preferences, available funds, family backgrounds, fashions, and trends/fads. KEY QUESTIONS: How have your clothing choices been influenced? What is the strongest influence on your clothing choices? Why?

3. Clothing for special occasions

Instruct students to draw from a paper bag slips of paper with the name of an occasion written on each. Occasions may include a picnic, church, wedding reception, swimming party, or child care. Ask students to describe what they would wear to the events named on their slips of paper. Assign students to read from the text about appropriate dress for different occasions. After the reading, lead a class discussion on the major points. KEY QUESTIONS: Why is appropriate dress important? Do you often call friends to ask what they are wearing to an event? Why? Do adults also call friends for ideas about dress for specific events? Why? How do you feel when you arrive at an event wearing clothes different from those worn by others? (Allow volunteers to share personal experiences.)[B]

Ask students to complete Teaching Aid 2, Appropriate Dress. After students complete the work sheet, have them brainstorm for ways they may be sure of knowing what is appropriate dress for various occasions. Write students' brainstorming ideas on the chalkboard. KEY QUESTIONS: How can a person determine what clothing is appropriate for a certain occasion? What can an individual do to avoid wearing inappropriate clothing to different occasions? What factors determine what one should wear to a certain occasion?

Assist the class in planning an FHA/HERO program on how to dress appropriately for all occasions. Have students model clothes during the program. They may model clothes they own, or they

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[B] = Basic Skill Reinforcement

may arrange to borrow clothing from a local clothing store. Have students form committees to develop plans for the program.[C]

4. Resources affecting clothing decisions

Write the following statement on the chalkboard: "Why do you not have every clothing item you could possibly want?" When students give the obvious answer, explain that in addition to money, a variety of resources affect clothing. Divide the class into groups. Have each group select a leader and a recorder. Ask each group to read from a reference book about clothing information, cash purchasing, credit purchasing, shopping skills, construction skills, or clothing management skills. Each group should discuss their information and share the main ideas with the class. KEY QUESTIONS: What resources affect one's clothing decisions? Why? Is cash purchasing more advantageous than credit purchasing? Why or why not? What are the advantages and disadvantages of credit purchasing? How do shopping skills affect one's clothing decisions?[B] [C]

Use a flannel board with symbols representing clothing information, cash purchasing, credit purchasing, shopping skills, construction skills, and clothing management skills to explain how one resource may be exchanged for another. KEY QUESTION: How can one exchange resources?

B. Apparel preferences
  1. Social influences
    a. Family

Instruct students to write a description of a hypothetical family. Descriptions should include the family structure and how the family feels about clothing. Within the family structure, students should identify the number of family members, family resources, occupations, activities, interests, and goals. Students should also include the clothing needs of each family member. Collect the papers and list the clothing ideas represented in the class. Allow volunteers to share their conclusions with the class.[B]

Ask for students whose families have moved from a different location during the last year to volunteer to discuss whether moving caused their clothing needs to change. KEY QUESTIONS: What clothing items did you need to add? What major clothing items were not wearable in the new location? What effect did the addition of clothing items have on the family budget? How were fad or fashion items usable?

To explain the role family values play in making clothing decisions, ask students to rate on a scale from 1 to 10 how important the following items are to each member of the family:

1) Handmade items, such as a knitted sweater
2) Easy care garments, such as no-iron shorts

[C] = Common Essential Element

[B] = Basic Skill Reinforcement

3) Designer clothes, such as famous label jeans
4) Having a variety of clothes, such as a new wardrobe each season
5) Having clothes for special occasions, such as dances or weddings

KEY QUESTIONS: Does the importance of different clothing needs vary with individuals of different ages? Why or why not? If so, what are some examples of clothing needs which are more important to teenagers than to older adults? What clothing needs do young children have that older children do not have?

Have students complete the following survey to see how family standards relate to clothing.

1) Are males in your family required to wear shirts when eating family meals?
2) Do adults in your family check swimsuits for modesty?
3) Does any member of your family require a clean shirt each day?
4) Do family members re-hem skirts to meet fashion trends each season?
5) Is certain clothing reserved for church or other special occasions?

Tally the survey results and lead a class discussion regarding the implications of students' answers. Have students suggest additional family standards and discuss other ways families influence apparel preferences. KEY QUESTION: What factors influenced each category?

b. Peers

Divide the class into groups. Instruct each group to write a short skit showing how friends influence appearance. Examples include influences on hairstyles, use of cosmetics, jewelry choices, clothing care standards, and wearing of symbols. Students may need to read about peer influence to get ideas for their skits. After groups present the skits, lead a class discussion on the factors identified that influence appearance. KEY QUESTIONS: In what ways do peers influence appearance? Why do peers have such an influence on what one wears? [B]

Have the students write about personal experiences in which their attire was criticized or complemented by peers. KEY QUESTIONS: How do you feel about this particular attire now? How is peer pressure related to clothing choices that are good/bad for individuals?

c. Work

Show a filmstrip or other visual aid that reviews dress and grooming appropriate for teens who work outside the home. KEY QUESTIONS: How can one learn what to wear for a job? Why is

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[B] = Basic Skill Reinforcement

it important to dress in a special way for work? In general, what are a teen's work clothes like? What are some appropriate examples?

2. Cultural influences

Have students view a classroom display containing clothing from other areas of the world. Examples include colorful vests from China, dirndls from Germany, sarongs from India, and bright shirts from Hawaii. After students examine the garments, divide the class into groups to research clothing from other cultures. Instruct each group to choose a leader and a recorder. The groups should include visual aids in their reports. Begin the reporting sessions by modeling a good class report. Present a report titled, "Clothes of Early Societies." Focus on the history of clothing. Use audiovisuals to illustrate styles from the past. When all reports are completed, ask students to find pictures of current fashions that seem to be influenced by styles related to culture. Include the use of color in contemporary apparel designs. Place the pictures on a class display board.[C]

As a Student Occupational Activity, students could research family histories or survey family picture albums to identify apparel styles. Have students report their findings to the class.

Instruct students to read resources related to fabric and culture. Show students an example of fabric related to a specific culture, such as a Mexican lace dress. Ask students to bring culture-related fabrics to class. Have the students create a display with the fabrics and label each according to its cultural origin.[B]

Have students spend a class period in the library and make sketches of apparel worn in different cultures. Display the sketches in the classroom. As an alternative to sketches, have students write descriptions of apparel from cultures they have seen on television or in movies. KEY QUESTIONS: Why do people choose the designs they wear? How does culture influence clothing choices? How is apparel from different cultures similar? different?

Instruct students to read resources describing apparel of the past. Have the class develop a vocabulary list. Include terms such as shirtwaist, chemise, kimono, toga, and caftan.[B]

Invite resource people to participate in a class panel discussion about clothes from earlier times and clothes from other cultures. NOTE: People from another generation make excellent resource people. The speakers could model or display clothing items from

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[C] = Common Essential Element

[B] = Basic Skill Reinforcement

other areas, countries, or cultures. The panel should present information on fiber content and care of fabric. Before the discussion, have students prepare questions to ask the panel members. KEY QUESTIONS: What fashion characteristics have remained through the years? What changes in fashion have the speakers noticed? What caused the changes in fashion?

Have students create a time capsule containing apparel that represents our culture. Pictures or sketches may be used if actual apparel is not available. As students select items, have them discuss what the people who open the time capsule will think about our culture.

C. Fashion trends
  1. Fashion

Divide the class into groups. Instruct each group to appoint a leader and a recorder. Have the groups define the term *fashion.* Have each group report their definition to the class. Write the definitions on the chalkboard. NOTE: The following are examples of definitions for fashion: "Fashion is what is popular now." "Fashion is anything that is in."[C]

Lead a class discussion on fashion related terms. *Style* refers to the shape of an item that makes it easily recognizable. A *fad* is a fashion that is short-lived—popular for a brief time. A *classic* is a style widely accepted for a long period of time. Identify and define other related terms. Illustrate these terms by placing appropriate pictures on poster boards. Label the poster boards with the following titles: Current Fashions, Current Fads, Past Fads, Styles of the 60s, and Styles of the 20s. Additional boards may be created using pictures of styles from other selected periods.

Have students review current issues of magazines and pattern books. Instruct students to write articles or sketch pictures describing current fashions. Have students elect a committee to review the articles and sketches. The committee should choose three of the items to submit to the school newspaper editor for publication. A committee composed of members of the local FHA/HERO chapter could also make the selections.[B] [C]

Have students read from class resources to learn about fashion cycles. Lead a class discussion on Teaching Aid 3, Fashion Cycle.[B]

Have students collect newspaper articles on fashion trends and illustrate the trends with pictures, fabric swatches, drawings, and colors. Instruct volunteers to create a display for the classroom using the articles and illustrations.[C]

[C] = Common Essential Element

[B] = Basic Skill Reinforcement

As an FHA/HERO activity, a vintage fashion show could be planned. Students could obtain clothing from their families or other local sources. The fashion show should feature clothing from past eras, such as the 60s, 50s, 40s, 30s, and 20s. Students should collect the following information about each piece of clothing:

1) Type of fabric
2) Cost
3) Maintenance
4) Method of construction (hand, machine)

Divide the class into groups. Assign specific production responsibilities to each group for the vintage fashion show. One specific responsibility is to research people and events that have influenced fashions of the past. This information may be presented as a dialogue between fashion presentations. Additional production responsibilities include the following:

1) Obtaining, refreshing, and dating clothing
2) Organizing the show
3) Writing the script
4) Fitting and training models
5) Publicizing the event
6) Presenting the event [C]

2. Influences on fashion trends

Instruct students to read from classroom resources to learn how fashions have been influenced through the ages. KEY QUESTIONS: What political events have influenced fashion? How do economic conditions affect fashion? What social conditions may affect fashion? Has public demand ever affected fashion? What forces are affecting fashion today?[B]

Show a visual aid of a designer's fashions for the current season. Follow with an explanation of the work of designers. Illustrate major points with pictures from current publications relating to fashion. Designer sections of pattern books are good sources. Include the following influences in the lecture:

1) Fashion designers are influenced by art, movies, books, and travel.
2) Media and personalities prompt designs.
3) Cultural events, such as popular plays, are influential.
4) Foreign events are reflected in fashions.

Invite a guest speaker to class to describe the influences on current and future fashion trends. Ask the speaker to address how fashions are determined. Instruct students to prepare questions for the speaker.

[C] = Common Essential Element

[B] = Basic Skill Reinforcement

D. Impact of technology on apparel needs

Hold up a needle as an example of a simple tool used for construction of clothing. Lead a class discussion regarding how technology has influenced what people wear and how clothing is constructed. During the discussion, show pictures of early inventions such as the needle, the sewing plate, a bone used as a thimble, the simple sewing machine used in 1845, the electric sewing machine used in 1889, and the printed pattern invented in 1921. KEY QUESTIONS: How has technology influenced what we wear? How has technology influenced the construction of garments? How have modern inventions affected the production of apparel?

As a class, visit the school library to research information on various inventions that have affected apparel production. When the research is completed, make a time line on a long piece of newsprint taped on one wall of the classroom. Have students place the names of inventions in the appropriate time frames. Students should also place a picture of a related garment next to each invention. Inventions include the spinning wheel, different types of looms, knitting machines, the assembly line, power tools, machinery of the Industrial Revolution, the flying shuttle, the tape measure, the computer, and the laser.[B]

Take the class on a field trip to a textile factory to see how garments and textiles are produced today or show a film on textile production. Have students work in small groups and list the steps involved in garment production.

Instruct students to collect newspaper and magazine articles that pertain to fashion technology. Have volunteers use the articles to create a fashion industry bulletin board. Lead a class discussion on the content of the articles. KEY QUESTIONS: How has fashion technology changed? What are current breakthroughs in fashion technology?[C]

Invite a local sewing machine dealer to class to demonstrate the use of a modern, computerized sewing machine. If the machine is available for student use, organize alternate sewing experiences so each student can use the machine.

Organize an entrepreneurial project in which students do computerized monogramming for a fee. Divide the class into teams. Instruct team members to assume various roles required in an entrepreneurial venture. Roles include advertiser, salesperson, supervisor, worker, and packager. Profits from the project may be used by the local FHA/HERO chapter.[C]

[B] = Basic Skill Reinforcement

[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Invite a chemist, a computer specialist, and a researcher to speak to the class or lead a class discussion regarding how technology will affect future apparel needs. Have students submit a written summary of the presentation or discussion. KEY QUESTIONS: Will fashion continue to repeat itself? Why or why not? With the progress that has been made in the clothing industry, what are the predictions for further improvements?[B]
E. Design elements and principles	Define terms related to elements and principles of design such as line, space, shape/form, texture, balance, rhythm, emphasis, proportion, and unity/harmony.
	Define the term *design*. Have students discuss how design relates to apparel and to the design of apparel. Design is the arrangement of various components to create an artistic unit, or the process of selecting and organizing forms and materials to suit a purpose. Lead a class discussion on the various ways people express themselves through design. KEY QUESTIONS: How do people use clothing to express themselves through design? What other types of items are produced by using an understanding of design?
	Assign readings of selected references to identify elements of design. Have students name, define, and discuss each element. Instruct students to select one example of each element of design such as line, shape/form, space, texture, color, and mass to promote class discussion.[B]
1. Line	Have students view Teaching Aid 4, Types of Lines. Name the four basic types of lines: vertical, horizontal, diagonal, and curved. Lead a class discussion regarding how each type of line influences one's appearance. Have students view Teaching Aid 5, Interaction of Lines, and Teaching Aid 6, Slenderizing Through Lines, to illustrate how lines can influence appearance. KEY QUESTIONS: How do lines emphasize figure assets and minimize figure faults? How can lines be used to make a person appear shorter? taller? slimmer? fuller figured? How does the placement of lines affect the division of a garment?
	Instruct students to use magazines, pattern books, or catalogs to find pictures illustrating different types of lines. Have students mark the dominant lines on each picture and determine if they are vertical, horizontal, diagonal, or curved. Lead a class discussion regarding the effects lines have on the silhouettes in the pictures. KEY QUESTIONS: Do the lines minimize undesirable characteristics? Why or why not? Do the lines maximize desirable characteristics? Why or why not? What illusions are created by the lines?

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Have students study resources to find definitions and examples of structural and decorative lines as the terms are used in the clothing industry. Have volunteers look at the clothes worn by classmates and point out the structural and decorative lines found in the garments. Lead a class discussion on how the various lines add appeal to the overall garment and create illusions of height and weight. KEY QUESTIONS: What are structural lines? decorative lines? How do structural and decorative lines add appeal to a garment? What illusions do structural and decorative lines create? Why?[C]
2. Shape/form	Have students define *silhouette*. Show students Teaching Aid 7, The Three Classic Silhouettes. Lead a class discussion regarding how these classic silhouettes have appeared in fashions throughout the years. Have students name variations of the classic silhouettes that are present in their wardrobes. Have volunteers describe the silhouettes found in the clothes they are wearing. Instruct students to research for or draw illustrations of the three classic silhouettes (bell, tubular, and back fullness). NOTE: Have students locate or draw garment examples for both males and females. Lead a class discussion on how silhouettes affect personal appearance. Decide which silhouettes are currently the most popular. KEY QUESTIONS: Do tubular shapes make one look taller and longer? Why or why not? Do bell shapes make one look slimmer? Why or why not? What body type does the full shape suite the best? the tubular shape? the bell shape? Can one wear some shapes but not others? Why or why not? Demonstrate how the shape of a garment or silhouette can emphasize or camouflage physical characteristics. Have students write a paper describing what personal features they would like to emphasize and camouflage. Then let them choose appropriate pictures or sketch designs of apparel from newspapers, magazines, or pattern books which would appropriately emphasize or camouflage features described in their papers .[B]
3. Space	Explain to students that in visual design, *space* is the background against which forms or shapes are seen. Show students fabric samples and/or garments made of textiles that include a "figure" or form appearing on a background. Some examples may also be seen in clothing worn by students to class. KEY QUESTIONS: How can space provide relief from patterns in the design of a fabric? Is spacing the same on all of the examples of fabrics seen in class? If not, why do you think the spacing differs? How do different sizes of patterns and spaces on a garment affect the

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[C] = Common Essential Element

[B] = Basic Skill Reinforcement

appearance of the person wearing the apparel? How can space be used to emphasize or camouflage physical characteristics?

4. Texture

Have students describe the feel of various fabric samples. Fabric samples could be arranged on a bulletin board or stapled onto individual index cards. Have students define *texture* related to fabric. Lead a class discussion on the effect the texture of a fabric can have on appearance. Lead a class discussion on fabrics that make a person appear larger or smaller. KEY QUESTIONS: What effect does corduroy have on a person's appearance? chino? satin? tweed? long-haired fur? dull textures? smooth or shining textures? pile or plush fabrics? What descriptive words, such as elegant or warm, describe each of the fabric samples?

Divide the class into groups. Have students drape fabrics of various textures over the body to determine how texture affects the silhouette. Have students view themselves in a full-length mirror. NOTE: Fabric for this activity should be at least two yards long. KEY QUESTIONS: Which textures are the most appropriate for different figure types? the least appropriate? Do group members agree with your choices? Why? What fabrics are worn because they are currently in fashion? How important is it to you to wear fabrics currently popular?

5. Color

Using a visual aid and the following outline, introduce *color:*

1) Color is language.
2) Color is symbolic. (red for stop)
3) Color expresses mood. (yellow for excitement)
4) Color has temperature. (blue for cool)
5) Color has size. (black creates a smaller image)
6) Color can be organized. (the color wheel)
    *primary colors
    *secondary colors
    *intermediate colors
    *color variations
7) Color can be formed into schemes. (the color wheel and in dress)
    *monochromatic
    *analogous
    *complementary
    *split complementary
    *triadic
    *accented neutral

Have volunteers describe the color schemes they are wearing or survey the class to identify color schemes. KEY QUESTIONS: Do most items containing more than one color use one of the color schemes? Why or why not?[C]

[C] = Common Essential Element

Have students define *hue, value,* and *intensity* using selected references. Lead a class disussion regarding the meanings of the three terms. Using a color wheel, various fabric samples, or other color samples, have students select samples which illustrate different hues, values, and intensities. Direct students to arrange color samples from the activity on a bulletin board showing a color story.

Show a visual aid outlining ways individuals can choose colors that will enhance their natural coloring. Use color collars to demonstrate the methods recommended. Separate the collars into warm colors and cool colors. Help students determine if they have yellow/tan or blue skin tones. Allow students to work individually or in pairs to determine their best colors. KEY QUESTIONS: How does your skin tone affect the colors that look good on you? What colors should you not wear? Why? What colors look best on you? Why?

6. Balance, proportion, rhythm, emphasis, and harmony/unity

Have students read selected references and write definitions for the following terms: balance, proportion, rhythm, emphasis, and harmony/unity. Lead a class discussion on the definitions. Refer to Teaching Aid 8, Principles of Design.[B]

Divide the class into groups. Instruct the groups to create an illustration for each of the design principles or find illustrations of each principle in magazines and pattern books. Have volunteers use the groups' illustrations to create a bulletin board titled, "Principles of Design."[C]

Have students complete Teaching Aid 9, Planning for Your Figure Needs. Plan a laboratory experience in which students examine their own figure needs and select pictures of garments to meet those needs. If actual garments are available, allow the students to try on garments with different lines, shapes, and colors. Lead a class discussion regarding how lines, shapes, and colors relate to clothing choices and pattern selection. KEY QUESTIONS: How do lines, shapes, and colors affect clothing choices and pattern selection? What illusions do different lines, shapes, and colors create?

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

TAC 75.83
APPAREL
UNIT II

COMPETENCY: (o.2) *Concepts and skills in apparel management.*

SUB-COMPETENCIES:

(A) *Apply principles of effective wardrobe planning.*

(B) *Describe the influence of advertising on consumer apparel choice.*

(C) *Identify labeling requirements for fabric and apparel.*

(D) *Compare clothing care products and equipment.*

(E) *Explain how lifestyle changes affect apparel choices and management.*

CONCEPTS

II. Apparel management
  A. Wardrobe planning
    1. Determine needs
    2. Expand wardrobe

LEARNING AND EVALUATION EXPERIENCES

Lead students in a brainstorming activity to determine a basic wardrobe for teens. Lead a discussion regarding what is an adequate wardrobe and what determines adequacy in terms of wardrobe planning. NOTE: Factors to consider are activities, climate, lifestyle, and characteristics of the person. If actual apparel items are not available, use pictures from newspapers and magazines. After a class discussion, outline the following steps in wardrobe planning on the chalkboard:

1) Determine needs
2) Take inventory
3) Sort and treat garments
4) Try new combinations
5) Plan for additions

KEY QUESTIONS: Is the best dressed person the one with the most clothes? Why or why not? What is an adequate wardrobe for a teen? How can one build a satisfying wardrobe?

Have students complete Teaching Aid 10, Wardrobe Plan, to help them determine their own wardrobe needs. Review the completed sheets as a class. Illustrate how a clothing inventory may be made. Using Teaching Aid 11, Determining Basic Wardrobe, show a clothes closet and work through an imaginary inventory. Assign students to make an inventory of their own clothes. KEY QUESTIONS: What garments do you have that you wish you had not bought? Why were these garments purchased? What could be done in future shopping to prevent purchasing clothing items which you do not need or will not wear? What garments do you own that could be mixed and matched? How does mixing and matching garments affect your clothing budget?

Demonstrate sorting and treating garments included in a teen's wardrobe. Place clothing in stacks labeled in this manner: Clean or launder, Repair or alter, Return to closet or ready to wear, and Discard or pass on to someone else. As an enrichment experience, have students clean out closets at home. As an FHA/HERO activity, sponsor a garage sale as a fund raiser.

Lead a class discussion on the importance of proper care of clothing as related to an adequate wardrobe. KEY QUESTIONS: Does proper care expand the lifetime of the garment? If so, how? Does proper care save money in the clothing budget? Why or why not?

Demonstrate pressing and simple repair of a garment to illustrate how treatment of clothing may change its appearance and acceptability. Explain the difference in pressing and ironing and appropriate times to use each technique. Also demonstrate how to measure thread for hand sewing, how to tie a knot, how to sew on a button, and do hem stitches. Give students the opportunity to practice each skill demonstrated. KEY QUESTIONS: What types of fabrics should be pressed? What types of fabrics should be ironed? How can basic hand sewing skills be helpful in the care of clothing?

Use sample clothing items to demonstrate how clothes may be combined to form different outfits/ensembles. Use Teaching Aid 12, Wardrobe Planning. NOTE: A local retailer might loan sample clothing items or a local resource person may be available who is skilled in wardrobe planning. KEY QUESTIONS: Does one always have to plan how to mix and match clothing items? How can mixing and matching save money?

As an enrichment experience, ask students to learn more in-depth information on wardrobe planning by reading from reference materials. After readings are discussed by the class, give students case studies to use in planning for additions to a wardrobe to make it more versatile. Have students make an inventory of their own clothing using Teaching Aid 13, What Do I Need?[B]

As an enrichment experience or an FHA/HERO activity, have the class collect clothes which are no longer worn to be donated to a local charity. KEY QUESTIONS: What type of garments should be discarded? When should they be discarded? How can discarded clothing be recyled or reused to prevent waste?

Organize a panel discussion on ways a teenager may obtain additional items for a wardrobe. As members of the panel, include

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[B] = Basic Skill Reinforcement

a student who sews, a student with a clothing allowance, a student with a part-time job, and an older student. Have other students prepare questions to ask the panelists. KEY QUESTIONS: How much money should the average teenager spend on his or her wardrobe? Should a teenager's clothing be purchased by parents or should the teenager contribute to his or her own clothing budget? Why? What are some alternatives for a teenager to use in reducing the amount of money spent on clothing?

Allow students to work in pairs to complete a wardrobe-building project for a teen described in Teaching Aid 14, Case Study on Clothing Replacement. Guide students to consider factors such as job activities, social activities, available funds, and personal preferences. KEY QUESTIONS: How do a person's activities influence clothing choices? How can clothing items be selected which can be worn for different activities?

a. Fit

Have students read class references for information about good-fitting garments. Lead a class discussion on the qualities a garment must have to fit well. Ask students to consider the effects of a good-fitting garment on a person's appearance. On the chalkboard, list the signs of a good fit. Show students illustrations of clothing and have them analyze whether or not the garments fit the wearers properly. KEY QUESTIONS: Do the garments fit the people wearing them well? Why or why not? What constitutes a good-fitting garment? How can you make sure that a garment fits well when you consider buying it? How can you make sure that a garment being constructed will fit properly?[B]

Invite an alterations specialist or a retail person to discuss how to determine if a garment fits a person correctly. Have students prepare questions in advance to ask the resource person. Request that the resource person's explanation includes clothing examples for both males and females. KEY QUESTIONS: How can you determine if a garment fits correctly? What can be done to a ready-made garment to adjust the fit? How can developing basic sewing skills help in adjusting the fit of ready-made garments which do not fit properly? Can all garments which fit poorly be adjusted to fit a person? Why or why not?

Using the round robin technique, allow each student to name a fitting problem that would cause a person to reject a garment for purchase. List these problems on the chalkboard as they are named. Have each student refer to the list and determine which items would personally concern them. Have students develop a written summary of a personal plan they could implement when shopping for clothes.[B]

[B] = Basic Skill Reinforcement

b. Consumer plan and budget

Ask students to brainstorm for advantages of making a plan before shopping for clothes. Ask a volunteer to list the advantages on the chalkboard. Discuss with students how one's budget, or available funds, may affect shopping. KEY QUESTIONS: How often do you make a plan before shopping for clothes? How does having a plan help in clothes shopping? Does impulse buying ever result in bad purchasing decisions? Why or why not?

Assign students to read from reference materials about wise shopping practices. Guide students to read for content on planning for purchase, consumer information, shopping techniques, and consumer rights and responsibilities. Lead a class discussion on information students gather from the reading assignment. CRITICAL QUESTIONS: What is the value of planning for a purchase? What may happen if one makes an unplanned purchase? How may one plan effectively? How would you describe a planned purchase?[B]

Have each student identify the last clothing purchase he or she made. Issue 3" x 5" cards and ask students to write the types and sources of information which they had before they made their clothing purchases. Examples of information sources are a friend, an advertisement in a newspaper, a television advertisement, and a picture in a magazine. Collect the cards and summarize sources of information teens use for shopping. Ask one person to write the list on the chalkboard. Have students brainstorm for alternative ideas to add to the list.

Provide students with various newspapers and magazines. Have them list items of information found in these sources related to clothing and clothing purchases. Lead a class discussion regarding the information available to consumers related to clothing. Ask students to share personal experiences about clothing purchases they have made when they did not read information available regarding the items purchased. KEY QUESTION: Why is it important for consumers to seek information before making clothing purchases?

Show an audiovisual on wise shopping practices. Lead a class discussion on the major points. Have students role play scenes illustrating wise shopping practices. Lead a class discussion about the role play and have students write generalizations from the discussion of the audiovisual. CRITICAL QUESTIONS: What is the result of impulse buying? Is impulse buying always a mistake? Why or why not? Why do experts recommend comparative shopping? What information do you recommend for an apparel shopper? If you were shopping for a shirt and found one of

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[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	nylon, one of silk, and one of cotton, what considerations would help you make your buying decision?
	Survey students' clothes shopping habits by having them identify what items they have purchased during the last month. KEY QUESTION: How many sources did you check before making each purchase?
	Have students complete Teaching Aid 15, Shop and Compare, and Teaching Aid 16, Apparel Consumer Checklist. Lead a class discussion allowing students to share findings with the class. KEY QUESTIONS: What variations in criteria did you find? What was the best purchase? Why?
c. Consumer rights and responsibilities	With the use of a chart or other visual aid, review consumer rights and responsibilities for students. Ask volunteers to give an example of each right and each responsibility from their own experiences. Assign each student to write a one page paper summarizing consumer rights and responsibilities. Allow students to share their papers with the class. As reinforcement, allow students to view an audiovisual which illustrates consumer rights and responsibilities in the marketplace.[B]
	Have students read resources on consumer rights and responsibilities. Lead a class discussion on specific consumer rights and responsibilities which are very important to consumers. Emphasize store exchange policies, store and government regulations for trying on garments and accessories, cost-saving factors for the consumer, and how the customer and store owner are protected. KEY QUESTIONS: Do consumer rights save the customer money? Why or why not? Do consumer rights cost the store owner? Why or why not? Do consumer responsibilities cost the store owner? Why or why not? How can one promote consumer responsibility?[B]
B. Influences of advertising 1. Types	Lead a class discussion regarding the methods for advertising apparel items. Have the students consider advertising mediums such as newspapers, magazines, television, and radio. KEY QUESTIONS: Are there as many advertisements for piece goods as there are for garments? Why or why not? Do companies use different techniques with printed advertisements? Which advertising method do you believe is most effective in promoting apparel items?
	Ask students to read from available resources about advertising of apparel. Lead a discussion on answers to questions found in reading. Organize a class analysis of specific advertisements.

[B] = Basic Skill Reinforcement

Distribute ads clipped from recent newspapers and magazines. Ask students to tape each ad to a sheet of paper and under the ad write answers to the following questions:

1) What information is found here?
2) How does the ad attempt to persuade one to buy?
3) What is the target group?
4) What factors contribute to the effectiveness of the ad?

KEY QUESTIONS: What are the major types of advertising? How do advertisers attempt to influence consumers? How may consumers use advertising to their advantage? How should a reasonable person respond to advertisements? What other types of advertising were identified? What other types of advertising exist that were not mentioned in the reading?[B]

After a class discussion on techniques used in advertising, allow students to work in groups to design an advertisement for an item of clothing or an accessory. Have students share advertisements with the class. Evaluate students' work to determine the most creative advertisement and the most informative advertisement. Ask for volunteers to arrange the completed advertisements on a class bulletin board.[C]

2. Influences

Divide the class into groups and have each group write a short skit which illustrates the effective use of advertising or recreates an effective television commercial for apparel. Allow each group to present their skit to the class.[C]

Videotape examples of television commercials for apparel items and show them to the clsss. Assign students to bring samples of printed advertisements to class. Have students evaluate the advertisements regarding how effective they are in attracting the attention of consumers. Appoint a committee to find out how much ads cost in newspapers, magazines, and television commercials and report findings to the class.

Have students complete the following statement: "My clothing decisions are influenced by...." Lead a class discussion regarding the factors influencing buying habits.

Have students examine newspaper or magazine advertisements. Have each student select one advertisement they feel would greatly influence a consumer's buying decision. KEY QUESTIONS: Why are the advertisements appealing? How does fashion advertising influence clothing choices? How do sales advertisements influence buying decisions?

[B] = Basic Skill Reinforcement

[C] = Common Essential Element

Invite a local newspaper representative to speak to the class on effective advertising. Ask the speaker to discuss marketing strategies and advertisements that appeal to certain groups or customers. Work with students in advance to prepare questions for the resource person. KEY QUESTIONS: How are consumer markets targeted in planning advertising campaigns? Why is advertising considered an investment by companies who advertise? Does advertising pay off? Who is responsible for developing advertising for a company or store? What types of skills would be needed for a person who is employed in the field of fashion advertising?[C]

Invite a person from the advertising department of a department store, clothing store, or a newspaper to discuss goals in advertising ready-to-wear clothing items. Guide students in preparing questions in advance for the resource speaker. Have students write a paper to summarize how advertising affects clothing choices. Evaluate papers on the basis of content and communication skills.[B]

C. Labeling
  1. Legal requirements for apparel labels
  2. Importance

Present a lecture on the various types of labels that may be found on a garment. Lead a class discussion regarding the labeling information which the law requires and exemptions which are legal. Have students suggest various reasons why it is important for consumers to be familiar with label information. Show the class actual labels to illustrate the important points of the discussion. Review Teaching Aid 17, Consumer Legislation Related to Garment Labeling, to show how legislation affects information placed on labels and hang tags. Outline basic legal requirements for labels. Distinguish between differences in labels and hang tags.

Have students collect labels and hang tags from garments they have purchased. Organize a class file containing the collected labels and tags. KEY QUESTIONS: What different types of information appear on different labels? Which labeling laws affect the types of labels included in the file?

Direct students in playing a game with labels. Issue bingo type game cards and actual labels from garments to each student. Give each student several labels. As the game director, call for information found on labels. Students who have a label with the information called for may place a piece on their game card. The winner will be the first person to have five examples of label information represented by the labels he or she was issued at the beginning of the game.

[C] = Common Essential Element

[B] = Basic Skill Reinforcement

D. Clothing care
  1. Laundry and dry cleaning

Show a visual aid on care of clothes. Lead a class discussion on methods used for laundering different types of clothing. KEY QUESTIONS: Which laundry methods have been used by students in the class? Which methods are most time-consuming? most convenient? least convenient? most expensive?

Demonstrate the sorting of clothes for laundering. Discarded items of apparel, or items obtained from a garage sale, may be used for the class laundry lessons. After the demonstration, make extensive lists of apparel items on the chalkboard. Ask students to make three columns on a sheet of paper with these labels: Delicate or Hand Wash; Regular Wash (whites); and Regular Wash (colors). Have students write names of the items listed on the board in the appropriate columns. Allow students to compare their papers to check for correct sorting of the clothing items.

Demonstrate the washing of clothes by hand. Include information on appropriate laundry products and point out temperature requirements for different fabrics. Have students list in writing the steps for hand washing clothing. KEY QUESTIONS: Why is it best to hand launder some articles of clothing? Which fabrics usually require special care? Why should you squeeze the water out of delicate clothes rather than wring or twist them?[B]

Direct a field trip to a local appliance store to view various types of washing machines and clothes dryers. Have students prepare in advance a check list of items to observe and questions to ask.

As a possible Student Occupational Activity, have class members wash four categories of clothes at home or in a commercial laundry. Have the four categories consist of the following:
1) White clothes
2) Light colored clothes
3) Dark colored clothes
4) Jeans

KEY QUESTIONS: How many loads did it take to wash four categories? How was the decision made to determine how many loads were needed to wash four categories?

Demonstrate machine washing of clothes. Show a display of laundry products and explain uses of the various products in machine washing of clothes. Explain temperature requirements for washing different fabrics. Suggest appropriate methods of folding and hanging garments, line-drying, and flat drying.

Invite a representative from a dry cleaning establishment to class to discuss procedures used in dry cleaning and approximate costs

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[B] = Basic Skill Reinforcement

involved. NOTE: If it is not possible to have a resource person from a dry cleaning establishment speak to the class, students can interview a dry cleaning employee and share information with the class. If a speaker is secured, it may be helpful to prepare a list of questions and concerns students have on cleaning special fabrics. Students may also use the list of questions for interviews. KEY QUESTIONS: Why do certain fabrics require dry cleaning? Should you check the care label before sending a garment to the dry cleaners or is it safe to send all garments to the dry cleaners? Why or why not? How should special care garments (such as suede jackets, ribbon knit sweaters, or dark silk blouses and shirts) be cared for? When taking a knit garment, such as a dress or suit, to the dry cleaners, why should the customer tell the dry cleaner the original size of the garment? Why is it important to tell the dry cleaner if one has tried to remove a stain from a garment prior to bringing it to the cleaner? Why is it important to tell the dry cleaner the type of stain in a garment?

A Student Occupational Activity could be introduced by demonstrating techniques for ironing and pressing clothes. Feature the use of starch, sizing, and steam in the demonstration. Illustrate different types of pressing/ironing equipment. Have students contract with their families to do ironing and pressing of clothes at home using techniques learned in class.

Have students prepare reports and/or demonstrations on the proper care of clothing. Examples of report topics include: checking clothes for spots, stains, or repairs needed before storing, laundering, or dry cleaning; folding clothes; brushing and airing garments after wearing; hanging up clothing following appropriate procedures; ironing clothes; and doing touch-up pressing. Direct students to use selected references, the school library, and current magazines for information. Have students present reports and demonstrations in class.[B]

Lead students in brainstorming to make a list of the aspects of clothing care and repair which would be considered daily clothing care. Using the list as a reference, state ways one can improve a daily clothing care routine. KEY QUESTIONS: What is the advantage of following a daily clothing care routine? Does a garment need to be washed every time it is worn?

2. Stain removal

Have students read selected references regarding stains and stain removal. Ask each student to identify the stains which occur most often for them. Demonstrate stain removal featuring removal of these stains and others as students have indicated a need: blood, cosmetics, ballpoint pen ink, and grease. Have students complete

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[B] = Basic Skill Reinforcement

Teaching Aid 18, Laboratory Experiences with Stain Removal, and share their findings in class. [B]

Conduct a laundry laboratory to allow students to practice clothing care techniques covered in class. If laundry facilities are limited, divide students into groups, with some groups working on storage and packing activities while others participate in the laundry laboratory. For the laboratory experience, consider using discarded clothing collected for laundry lessons. Plan laboratory experiences which allow students to practice stain removal, sorting clothes, choice of laundry products, temperature selection, and drying and folding of clothing.

3. Ironing and pressing

Have students read labels and hang tags on different garments and handle various types of fabrics. Direct students to determine which fabrics should be ironed and which fabrics would require pressing. Lead a class discussion on findings. KEY QUESTIONS: What information did you have to assist you in your decision to iron or press? If you do not have sufficient label instructions on a garment, how do you test a fabric to see whether to press or iron it?

4. Daily and seasonal care

Have students read about or lead a class discussion regarding daily and seasonal care of clothing. Divide the class into groups and have each group make daily clothing care plans for a teen who wants to be well-groomed. Some groups may choose to make a plan for seasonal care of clothing. Display group reports on the bulletin board. KEY QUESTIONS: Does daily or seasonal care expand the life of apparel? Why or why not? Why is it important to have a plan for seasonal care?

Develop a set of transparencies or other visual aids to use in giving a lecture on storage of clothing. Feature closet care and arrangement, hangers, folding, storage items for limited spaces, and regular storage guidelines. Follow the lecture with case studies on storage problems commonly encountered by teens. Examples of cases may be the following:

1) John shares a room and small closet with a brother. There is no room for a chest in his room. Where could he put his new bulky sweater?
2) Maria has a new knit skirt which she does not want stretched. What should she do with it?
3) Juan's socks are all individually dumped in a drawer. He is color blind and can never find matching socks. What should Juan do?

Secure a guest speaker from a speciality store that handles storage articles to talk about proper ways to store clothing. Ask the speaker to show example items which aid in organizing storage areas. Have students prepare questions in advance for the speaker.

As a Student Occupational Activity have students evaluate their own rooms or storage areas at home. Have them develop a plan for improvement and execute the plan. Following completion of the improvement project, have students write a summary of the improvements including costs involved.[B]

Demonstrate techniques for packing bags for travel. Illustrate using various items for packing containers. Demonstrate folding and placing items in bags to minimize wrinkling and to conserve space. After the demonstration, ask students to write articles for the school newspaper on "Tips For Packing When Traveling," "Travel Packing Tips," "Vacation in Cold Climate," or "Vacation in Hot Climate." This activity could be utilized as an enrichment experience.[B]

Encourage students to choose Student Occupational Activities in the area of daily clothing care. Students may choose to do their family laundry for a period of time. Suggest that students take their stain removal charts home for use in the home laundry area.

E. Clothing needs related to lifestyle

Define *lifestyle* and introduce the need for apparel based on lifestyles. Pictures of people in various lifestyle roles may be shown. For example, show a farmer in denims, a banker in a suit, a tennis player in a uniform, and an elderly person in comfortable clothing. Ask students to brainstorm for ways lifestyle affects clothing choices and management of clothing. KEY QUESTION: What factors are considered when choosing clothing for work or play?

Show an audiovisual on dressing appropriately for the world of work. Divide the class into groups to develop posters with illustrations of clothing appropriate for people in identified jobs. Have groups also develop posters which illustrate clothing needs of various family members. Store catalogs may be used to secure illustrations of family members' clothing.

Provide students with several case studies to give them experience in relating clothing to lifestyle. Lead a class discussion regarding the situations in the case studies and how lifestyles affect clothing choices. Have students complete Teaching Aid 19, Apparel for Different Lifestyles and for Special Needs. Allow students to share their suggestions for solving the problem situations described in the teaching aid. KEY QUESTIONS: What type of lifestyle do you and your family members have? In general, what

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[B] = Basic Skill Reinforcement

types of clothing do you wear? How has your family's lifestyle affected family members' clothing choices?

1. Life cycle

Introduce a panel of people to discuss clothing choices based on lifestyle and stage in the life cycle. Suggestions for panel members include: a school administrator, a custodian, a teacher, a senior citizen, and an articulate student. KEY QUESTIONS: What clothing do you wear most often? How have your clothing choices changed in recent years? What do you look for when choosing new clothing?

Place a long piece of newsprint around the room and divide it into sections representing stages in the life cycle. Have students use classroom resources to research clothing needs of persons in the various life cycle stages. Using felt pens, write the findings on the newsprint. When all persons have made their contributions to the visual presentation, have the class analyze the results. KEY QUESTIONS: How does the aging process affect clothing needs? What clothing needs are dominant during the expanding family stage? At what stages do clothing needs decrease and increase?[B]

2. Special needs

Invite a guest speaker from a local clothing shop to display maternity wear for the class. Ask the speaker to show features of the clothing and explain how the special designs meet the needs of the expectant mother. KEY QUESTION: How could an expectant mother reduce the cost of maternity wear?

Divide the class into groups and have each group plan a wardrobe for an expectant mother with the following special needs and/or characteristics:

1) Jill is pregnant and she will work as a clerk typist in an office throughout her pregnancy.
2) Ming is pregnant and she stays home with another child. Ming can sew.
3) Anna is pregnant and although she had a large wardrobe as a single person, her budget as a married person does not allow for new clothing purchases.
4) Joy is pregnant and still in high school. She wants her pregnancy to be as inconspicuous as possible.

Allow a student leader from each group to report the group's suggestions to the class.[B] [C]

Invite the school nurse to speak to the class about special clothing needs of people who are ill. Have students write a brief summary of content on the presentation. Ask students to relate experiences they have had with illness, focusing on how their clothing needs

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[B] = Basic Skill Reinforcement

[C] = Common Essential Element

changed. Summarize the topic of clothing needs for people with special health needs by asking each student to write on index cards three ideas which may be posted on the class bulletin board related to clothing needs for the following situations:

1) A person with a cast on an arm or leg
2) A person with a wrist fracture
3) A person with broken ribs
4) A person with shingles
5) A person with strained back muscles

Invite a resource person to speak to the class about clothing needs of handicapped students. NOTE: A teacher of a Vocational Education for the Handicapped class or a clothing specialist from a university or from the Extension Service may serve as a resource person. After the presentation, have students read classroom reference materials on special clothing needs. After the basic reading is completed, divide the class into groups and have each group write clothing suggestions for people with special needs. Needs which may be assigned to specific groups include the following:

1) A teen in a wheelchair
2) A person with only one hand or arm
3) A child who is blind
4) A senior citizen who is partially paralyzed
5) A person facing a lengthy hospital stay
6) An obese person
7) A very tall person

Lead a class discussion allowing a group leader for each group to report their suggestions to the class. KEY QUESTIONS: What special apparel needs exist for different groups of people in our society? How easy/difficult is it to meet these special needs? What stores exist which provide apparel for people with special needs? How expensive is it to purchase special apparel? Would it be more or less expensive to construct special apparel as opposed to buying ready-made apparel? What unique career opportunities might there be in the area of providing apparel for people with special needs?[B] [C]

[B] = Basic Skill Reinforcement

[C] = Common Essential Element

TAC 75.83
APPAREL
UNIT III

COMPETENCY: (o.3) *Concepts and skills for selecting fabrics.*

SUB-COMPETENCIES: (A) *Identify fiber and fabric characteristics.*

(B) *Relate textile characteristics, design, and finishes to specific uses.*

CONCEPTS

LEARNING AND EVALUATION EXPERIENCES

III. Selecting fabrics
  A. Fibers and fabrics
    1. Fibers
      a. Natural
      b. Chemically made
      c. Blended

Show the class pictures of cocoons, cotton, flax, ramie, wool, oil, water, and coal. Provide background information on the concept of fibers and fabrics. Ask students to relate these items to what they are wearing. After a few responses, begin an explanation of fibers. Divide your presentation into natural, chemically made, and blended fibers. Show a classification on the chalkboard. Relate the fibers to the original sources and to common products. For example, wool comes from the hair of sheep and it is commonly used for warm coats. Use pictures to illustrate various fibers.

Divide the class into groups. Have each group choose a leader and a recorder. Instruct each group to select one natural fiber, one chemically made fiber, or one blended fiber. Each group should research and write a report explaining the performance expectations and recommended uses of their fibers. Instruct each group to illustrate their report with a picture of their fiber. Ask students to bring to class an example of a product using their assigned fiber. Have each group report their findings to the class.[C] [B]

Have students examine different fabric samples and complete the chart on Teaching Aid 20, Textile Analysis.

Have students use computers and software related to the basics of fibers. Instruct students to complete specific assignments. Allow volunteers to report and show the results of their work in class.[C]

      d. Construction

Instruct students to read from resources about yarn construction. Provide a display of fibers illustrating one-ply, two-ply, and blended yarns. Allow students to unravel some yarns/threads to identify the number of yarns present. KEY QUESTIONS: What are spun yarns? Why must the fibers in spun yarns be twisted together to form a yarn? How does the amount of twist affect the

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[C] = Common Essential Element

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	strength, texture, and appearance of a yarn? What is a ply yarn? What are filament yarns? Why is silk the only natural fiber that can be made into filament yarns? What is denier?[B]
c. Special uses	Have students conduct library research or invite a resource person to speak to the class about special uses for fibers. A researcher or engineer may speak about the industrial use of textiles. Ask the speaker to emphasize the contemporary use of fibers in road construction, erosion control, soil stabilization, and drainage. The resource person may also explain the use of fibers in medicine and in space technology. Have students prepare questions to ask the speaker.[B]
2. Fabrics a. Characteristics	Organize an in-school field trip. Take students to the home economics living room or to some other place in the school where there are several items, such as draperies and upholstery, using fabrics. Instruct students to identify the areas where fabrics are being used. Consider the characteristics needed for each use. As students point out the various fabrics, help them consider texture, hand, weight, durability, comfort, and ease of care.
b. Construction	Have students read selected references regarding the methods used for constructing fabrics. Lead a class discussion on fabric construction. Have student volunteers present the skit on Teaching Aid 21, Skit on Cotton and Wool Processing. KEY QUESTION: What are the common terms related to fabric construction? What does each term mean?
	Demonstrate major methods of fabric construction using a cardboard base, pins for stability, and yarn. Use actual fabrics to illustrate each method of fabric construction demonstrated. Explain the advantages and disadvantages of each process. Ask students to identify the type of construction represented in the garments they are wearing. Ask students who are wearing woven clothing to stand on the left side of the room and those who are wearing knitted clothing to stand on the right side of the room. Allow students to examine each others garments to verify the method of fabric construction represented. KEY QUESTIONS: How has technology changed fabric construction? Has fabric construction improved the quality of fabric?
	Create a fabric vocabulary list. On the list, include weaving, warp yarns, weft yarns, selvage, plain weave, satin weave, twill weave, ply, wale, weft knits, warp knits, plain knit stitch, purl stitch, rib stitch, and crochet. Divide the class into groups. Ask each group to read resources and find definitions of selected words from the vocabulary list. Provide samples of fabrics and instruct groups to

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[B] = Basic Skill Reinforcement

find examples to accompany their definitions. Instruct volunteers to use the groups' definitions and samples to create a display of fabrics. KEY QUESTIONS: Which weaves seem to be the strongest? Why? What types of garments should be constructed using these weaves?[B] [C]

Ask students to write a summary on what they have learned from their readings on fabric construction. After students complete their papers, instruct them to examine actual garments and predict how each will perform based on its fiber content and fabric construction.[B]

c. Finishes

Place the definition of *fabric finish* on the chalkboard. NOTE: A fabric finish is a substance, a physical or chemical process, applied to a textile to alter or improve its properties. Show a visual aid and lead a class discussion regarding different types of finishes applied to apparel fabrics. KEY QUESTIONS: How do different dyeing processes affect performance of a garment? How can one tell if the color was applied to the fiber or to the fabric? When designs are applied to the surface of a garment, how is care affected? What standard finishes can you depend on in everyday clothing? Why do some fabrics have more than one finish? Where can one find information about fabric finishes used on fabrics in fabric stores? on apparel?

Divide the class into groups. Have each group choose a leader and a recorder. Distribute labels from apparel and ask groups to read the labels and predict the performance of the garment based on the finish applied to the fabric. Group recorders should write down responses, including rational for predictions. Instruct group leaders to share predictions with the class.[C]

Ask each student to read resources and write the definition of one of the following words on a 3" x 5" card: printing, preshrinking, mercerizing, napping, calendering, bleaching, crease-resistant, flame-retardant, water-repellent, mildew-resistant. Instruct volunteers to arrange the cards on the vocabulary bulletin board.[B] [C]

As a Student Occupational Activity, have students survey various newspapers, magazines, labels, fabric stores, and dry cleaners in order to gather information on products available to treat fabrics. Have students develop a list of available products and share their research findings with other class members. KEY QUESTION: In addition to treating garments, how can these products be used in the home?

[B] = Basic Skill Reinforcement

[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
d. Testing	Present a lecture on how fabric is tested. Illustrate the presentation with the following simple tests: 1) Fabric strength—Tear two fabrics to compare for strength. 2) Colorfastness—Dip a dyed piece of fabric in a bowl of water to show how colors may run or bleed if dye is not set. 3) Fiber content—Burn a piece of wool to illustrate the odor test for wool content. Explain how these simple tests represent testing that is done to develop textiles to meet the needs of today's consumers. Have students conduct simple experiments to determine if the following fabric finishes serve their purposes: waterproof (plastics), water repellent, flame retardant, colorfast, stain resistant, wrinkle resistant, mildew resistant, moth resistant, and shrink resistant.
e. Names	Lead a class discussion regarding how fabrics are named. Ask a volunteer to list on the chalkboard the names of fabrics represented by clothing worn by students in the class. Add names of common fabrics that are not represented in classroom apparel and show samples. Fabric names to explain include denim, chambray, muslin, broadcloth, gabardine, crepe, voile, organdy, poplin, gingham, percale, taffeta, corduroy, and terry.[C] Ask students to volunteer to bring to class swatches of fabric at least 4" x 4" in size. Divide the class into groups. Have each group choose a leader. Instruct each group to label a poster board with the name of a common fabric and attach the appropriate fabric swatches. To illustrate common uses of the fabric named, students may add pictures from newspapers, magazines, or pattern books. Instruct group leaders to create a display with the completed posters.[C] As an enrichment experience, have students visit a fabric store and practice identifying fabrics. Instruct students to list the names of the various fabrics they see and give examples of garments that could be made from each fabric. Have students share their ideas with the class.
B. Special uses of textiles 1. Clothing	Instruct students to complete Teaching Aid 22, Relating Fabrics to Garments, to understand the selection of textiles for apparel. Review the work sheet as a class.
2. Home furnishing	Invite an interior decorator to class to discuss the use of textiles in home furnishings. Students should prepare questions for the

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[C] = Common Essential Element

speaker. Instruct students to write a summary of the major points heard in the presentation.[B]

As a Student Occupational Activity or enrichment experience, ask students to interview at least two homemakers. Students should ask for a list of characteristics the homemaker looks for in fabrics used in home furnishings. Combine the answers obtained from the interviews and summarize the qualities desired in fabrics used in decorating and furnishing the home. Lead a class discussion on desirable characteristics of textiles used in home furnishings. KEY QUESTIONS: What type of fabric is best suited for use in home furnishings and decorating? Are different types of fabric used for different purposes in the home? Why? What qualities are desirable for fabrics used in the home? Why?

3. Nontraditional products

Have students conduct research to find information on new, nontraditional uses of textiles. Uses include medical applications, highway and road construction, and space program applications. Allow students to present research findings to the class during a class discussion. Post unique findings on a current events bulletin board.[B]

Have students read resources describing how textiles are used in nontraditional products. The students may work in small groups. Instruct groups to report their findings to the class.[B]

4. Future

Invite a textile expert from a nearby university's home economics department to speak to the class on predictions for textile use in the future. Ask the speaker to emphasize the effects research will have on what will be available to the consumer. Another important emphasis includes the effect of textiles on the economy and on the world market. Have students prepare a written summary of the presentation.[B]

[B] = Basic Skill Reinforcement

TAC 75.83
APPAREL
UNIT IV

COMPETENCY: (o.4) *Concepts and skills for apparel construction.*

SUB-COMPETENCIES:

(A) *Demonstrate proper use and care of equipment, tools, and notions.*

(B) *Apply basic pattern alteration techniques.*

(C) *Demonstrate construction, pressing, and repair techniques.*

(D) *Apply principles for altering ready-made garments.*

CONCEPTS

IV. Apparel construction
  A. Use and care of small equipment, tools, and notions
    1. Sewing equipment usage

LEARNING AND EVALUATION EXPERIENCES

After students have read selected references on sewing equipment, lead the class in a brainstorming session to identify the types of small equipment, tools, and notions needed for sewing.[B]

Provide students with information regarding measuring tools and equipment. Display equipment for measurement including: tape measure, yardstick, sewing gauge, hem gauge, transparent ruler, skirt marker, French curve, hip curve, dressmakers gauge, and a cutting board. Allow students to draw slips of paper with names of measuring tools on them from a container. Ask students to match the names on the slips of paper to the correct measuring tools displayed in the classroom. Demonstrate the use of each tool.[B]

Display the cutting tools to be used in the construction of garments as class projects. Demonstrate the use of each cutting tool, focusing on the most effective use of the tool and how to use it safely.[B] [C]

As an enrichment experience, have students use measuring and cutting tools to complete practice assignments. Evaluate the work of students based on appropriate use of the tools and safety procedures followed.[B] [C]

Demonstrate the use of various marking tools. Feature those which are appropriate for the garments to be made by the class. Explain to students that a demonstration on the transfer of pattern symbols to fabric pieces will be presented after project construction begins.

[B] = Basic Skill Reinforcement

[C] = Common Essential Element

Demonstrate the correct use and care of various pieces of pressing equipment. Lead a class discussion regarding how and when each piece of pressing equipment is used. As the demonstration is presented, have each student make a chart including the name of each piece of equipment and its purpose(s).

Call students' attention to a bulletin board featuring sewing notions. Allow students to assist in labeling each notion. Explain that each notion will be included in a demonstration when project construction begins.

2. Sewing machine

NOTE: Activities should be designed to help students learn to transfer knowledge of sewing machines used in class to use of other types of machines.

Lead a class discussion regarding basic knowledge of a sewing machine. Show an audiovisual illustrating basic sewing machine parts. Point out the location of the parts on the sewing machines students will use. Assign each student one part of the sewing machine and have him/her read about its function. Have students explain their assigned information to the class. Ask students to complete Teaching Aid 23, The Sewing Machine.[B]

Demonstrate the threading of a sewing machine. Assign students to sewing machines and have them practice threading the machines. Demonstrate filling and inserting a bobbin. Allow students practice time for this procedure.

Develop a transparency using instruction books for machines in the classroom. Have students identify parts of their assigned sewing machines and the purpose of each part.

Introduce Teaching Aid 24, Sewing Permit, and Teaching Aid 25, Sewing Permit Requirements, to students. Explain steps students must follow on Teaching Aid 25, in order to receive a Sewing Permit and be allowed to independently operate a sewing machine. Outline methods which will be used to evaluate students work.

Demonstrate the basic operation of the sewing machine. As an enrichment experience, demonstrate the operation of a machine without thread. Have students practice use of the sewing machine by stitching without thread on practice guide sheets. NOTE: Use photocopies of sheets with different designs requiring students to stitch straight lines, stitch curved lines, and turn corners.

As enrichment experiences, have students complete various sample techniques such as: sewing a straight 5/8-inch seam,

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[B] = Basic Skill Reinforcement

backstitching, turning a corner, and sewing a curved seam. Students should attach samples to a labeled paper or create a display of techniques on a poster board.

Ask students to read care manuals for the sewing machine, and make a list of simple maintenance steps recommended.[B]

3. Safety

Lead a classroom discussion on possible work hazards in the sewing laboratory. Lead a brainstorming session to identify ways of preventing accidents. Divide the class into groups and ask each group to read classroom resources to find recommendations for safety. Have each group formulate a list of safety rules. Post the rules developed by each group on the bulletin board.[B] [C]

Have students identify safety features on a given piece of equipment. KEY QUESTIONS: What safety features can be identified? Safety features are designed to prevent what types of accidents?[C]

If students have had no prior experience with the sewing machine, assign a sewing project such as a simple tote bag or unisex shorts. This project should only be used if students need practice in sewing machine use. Limit the project to one or two days.

B. Pattern alteration techniques
  1. Basic pattern alteration techniques
    a. Selecting, fitting and reading a pattern

Using a bulletin board titled "Choosing a Pattern," have students feature pattern envelops coordinated with appropriate fabrics, and selected notions. Display a garment which may be made as the first class project. The class may need to begin developing construction skills with a simple top, skirt, shorts, or pants. Using the display garment, illustrate how a basic garment may be individualized through color, design of fabric, trim, and use of accessories. Illustrate how the basic garment may be coordinated with a variety of other garments. Guide students in selection of a garment appropriate for the first construction project.

Distribute copies of the pattern envelopes to be used in the class project. Use transparencies to explain how to read a pattern envelope. Have students list the types of information found on the pattern envelope. Demonstrate selection of a pattern for a specific class member. Explain how information from the pattern envelope is used to determine the type and amount of fabric needed. Point out information for choice of notions as well. Have students complete Teaching Aid 26, Using the Pattern Envelope.[B]

Demonstrate the selection of fabric for use with specific patterns. Include the names of fabrics that would be appropriate to use for

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[B] = Basic Skill Reinforcement

[C] = Common Essential Element

class projects. Help students to analyze each of the following features during the selection process: fiber content, hand, pattern characteristics, weight, and cost. Illustrate the demonstration with lengths of fabric which show the following contrasts: supple versus stiff hand, stripped versus plaid design, printed versus solid colors, large versus small print, cotton versus nylon fiber, and expensive versus inexpensive fabric. Display fabrics for future reference.

Distribute pictures of apparel and ask students to work in pairs to determine which of the fabrics on display in the classroom would be appropriate for each garment illustrated. Lead a class discussion allowing the class to reach an agreement on which fabrics would be most appropriate for each garment. Based on the class consensus, display the pictures paired with appropriate fabrics.

Demonstrate appropriate methods for measuring a female body and a male body for selection of pattern size. Have students choose partners and take measurements. Record measurements on cards which may be carried in pockets or handbags when students shop for patterns. NOTE: It may be simpler to order patterns and omit student shopping for the first project.[B]

Conduct a field trip to a fabric store giving students an opportunity to select fabric for their first construction project. If field trips are not possible, arrange for a fabric retailer to bring several bolts of fabric to the class for selections by students who need assistance in choosing fabric. If students shop independently for their fabric and notions, provide a handout listing required materials and notions.

b. Adjusting pattern for length and width

Direct students regarding how to read pattern pieces which will be used for their class project. Using posters or other visual aids, identify common pattern symbols, illustrating the purpose of each. For example, point out the symbols for darts and show a muslin sample with a stitched dart. Point out a garment someone is wearing which features a dart. Continue with other pattern symbols.[B]

Have students list symbols found on their pattern pieces and write the purpose of each. Lead a discussion about symbols and their purposes. KEY QUESTIONS: Why are pattern symbols necessary? How are pattern symbols indicated other than being printed?[B]

Have students read from selected references about various techniques for adjusting patterns for fit. Direct students in

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[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	checking pattern fit by having them pin their front and back garment pattern pieces together at seam lines. Guide each student to pin their pattern on the body to test the pattern for correct fit. Allow students to identify pattern adjustments needed and check each student's pattern to verify their decisions.[B] Demonstrate simple pattern alterations. Using a student as a model, shorten a pattern by folding on the indicated line. Using another student model, lengthen a skirt pattern piece. Other simple alterations may be demonstrated as needed for specific fitting problems. See Teaching Aid 27, Basic Pattern Alterations, for specific alterations.
C. Construction, pressing, and repair techniques 1. Construction a. Fabric preparation	NOTE: If students have not completed the Comprehensive Home Economics course or have few skills related to clothing construction, refer to Unit III of *Comprehensive Home Economics*, available from the Home Economics Curriculum Center, Texas Tech University, Lubbock, Texas. Demonstrate fabric preparation by preshrinking a piece of fabric in the laundry area. Press and straighten the fabric by stretching and folding. Demonstrate the "pulling of a thread" method to determine straightness of grain. Lead a class discussion regarding the methods for and purposes of preshrinking and straightening fabrics. KEY QUESTIONS: Why should fabric be preshrunk? What methods may be used? How will you know if you need to preshrink a fabric? What fabrics are preshrunk using each identified method? What factors should be considered when making a decision to preshrink notions? Direct students as they prepare their fabric for the construction project. If a department laundry is not available, assign students to preshrink fabric at home.
b. Pattern layout, cutting, and marking	NOTE: Teacher supervision and approval is very important during the process of placing patterns on fabric, cutting, transferring pattern symbols, construction, and pressing. Explain the function of the guide sheet which comes with a pattern. Direct students as they select the pattern layout appropriate for class sewing projects. Ask each student to circle his/her pattern layout choice. Demonstrate pattern layout, cutting, and marking. Review the use of pattern symbols. Make a garment with students for demonstration purposes or use student garments as various construction steps are demonstrated. If the latter method is chosen,

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[B] = Basic Skill Reinforcement

use caution in rotating selection of student's garments for demonstrations so that a demonstration is made on each student's garment. Pattern layout may be facilitated by pinning pattern pieces to fabric and mounting the fabric on a bulletin board.

Students should refer to the bulletin board layout as they place pattern pieces on their own fabric. During a demonstration on pattern layout, lead a class discussion regarding important steps in the pattern layout process. KEY QUESTIONS: Why should wrinkled pattern pieces be pressed with a warm, dry iron before using? Why should large pattern pieces be placed on the fabric first? Why is it important to place all of the pattern pieces on the fabric before cutting? How can one be sure pattern pieces are placed according to the grainline? In what direction should pins be placed when attaching pattern pieces to the fabric? What is lengthwise or crosswise folding? How does one determine the right and wrong sides of fabric? How are the right and wrong sides of fabric displayed in a layout? How are cutting arrows used in cutting? How are notches cut?

Demonstrate the process of transferring pattern markings to fabric. During the demonstration, lead a class discussion regarding steps followed and reasons for techniques used. KEY QUESTIONS: How important is accuracy? How does fabric color influence color of tracing paper or chalk used? Do all marking tools work equally well on all fabrics? Why or why not?. On which side of the fabric are pattern markings traced? How can one avoid permanent markings? What marking methods would be appropriate for class projects?

c. Pressing

Provide the class with background information on pressing equipment. Emphasize proper use and care of the equipment pointing out principles and rules to follow. Emphasize safety guidelines related to use of pressing equipment.[C]

Lead a class discussion on the importance of pressing throughout the process of construction. Identify the differences in ironing and pressing. Demonstrate pressing during construction. Emphasize the benefits of pressing throughout the construction process in relation to the appearance of the final product.

d. Construction techniques

Guide laboratory construction experiences by demonstrating each process and by following each demonstration with supervision of student work. Post sample illustrations of each construction process along with steps to follow on the bulletin board. Encourage students to refer to the samples for assistance as needed.

[C] = Common Essential Element

Students should show construction mastery of the following:

1) Darts, tucks, or pleats
2) Attached collar
3) Set-in sleeve
4) Band (waist, sleeve, neck, or bound placket)
5) Zipper
6) Appropriate facings, supportive fabrics, hem, or seam finish

Show students samples of various construction techniques. Have students survey references for other example illustrations of the same construction techniques to reinforce terminology and steps in construction. In the research assignment, direct students to find multiple examples of uses of each technique and share the examples with the class.

A bulletin board or poster display on reading a pattern guide sheet may be helpful to students. Mount samples of the construction process on the display with arrows pointing to a guide sheet identifying underlined or circled instructions for the construction processes .[B]

Help motivate students to stay on task by using a "Progress" bulletin board during the construction phase of the class. For example, if the construction unit occurs in the fall of the school year, the Progress Bulletin Board may take the form of a football field. Title the bulletin board "Sewing Touchdowns" and design the board in the shape of a football field. Label each 10 yard line with a sewing process. Write each student's name on a construction paper football. Each day move the footballs toward the goal line according to the process completed that day. Consider an academic theme also.

(1) Unit construction

Assign students to read from reference materials about unit construction. After reading is completed, use the round robin approach to ask students to identify examples of unit construction. Examples may be shirt or bodice back, shirt or bodice front, sleeves, collar, and pants front or back. Clarify procedures for handling each unit. Ask students to look at pattern guide sheets for sewing instructions which represent unit construction. Explain how unit construction contributes to an organized way of working.[B]

Have students view examples of unit construction. Instruct students to identify the units that apply to the project they are completing. Have them indicate a beginning and ending of each unit on their guide sheets.

[B] = Basic Skill Reinforcement

(2) Staystitching

Show Teaching Aid 28, Staystitching,. Provide a written definition of *staystitching*. Display samples of fabric that have been staystitched. KEY QUESTIONS: Is staystitching done through a single layer of fabric or through several layers? How close to the raw edges of the fabric should staystitching be placed? Why? Why is staystitching necessary? What parts of garments should be staystitched? What are the characteristics of fabrics that need staystitching? fabrics that do not need staystitching?

Prepare handouts similar to Teaching Aid 28. Exclude the directional arrows. Have students draw arrows on the pattern pieces indicating where staystitches would be placed and the direction they should be stitched.

Demonstrate staystitching. Have students identify where staystitching will be used in the construction of their projects.

(3) Darts, tucks, and pleats

Demonstrate shaping of garments with darts, tucks, and pleats. Display an example of garments which represent each of these shaping methods. Have students find examples of each in magazines, newspapers, or pattern books.

Show Teaching Aid 29, Types of Darts, to introduce the different types of darts to students. Show garments with each type of dart. Demonstrate dart construction using Teaching Aid 30, Standard Dart, Teaching Aid 31, Contour Dart, and Teaching Aid 32, Curved Dart. Have students use Teaching Aid 33, Stitching a Dart, as a guideline for judging the construction of sample darts. Demonstrate the steps in pressing darts using Teaching Aid 34, Pressing Darts. Lead a class discussion to review steps in dart construction. KEY QUESTIONS: When folding darts on the center line, are the right sides or wrong sides of fabric folded together? Why should darts be stitched from the wide end to the narrow or tapered end? Does this apply to double-pointed darts? How? Why should darts be tapered at the pointed end? How should thread ends of all darts be secured? Should the tapered ends of darts be backstitched? Why? Why should darts be pressed before joining seams? How should darts be pressed? In what direction should darts be turned when pressing?

(4) Easing and gathers

Instruct students to read selected references to obtain information about *ease* and *gathers*. Students should write definitions and give examples of where each would be used. Demonstrate techniques for gathering fabric. Show Teaching Aid 35, Gathering Fabric. Point out garment features that utilize easing. Examples include waistbands, sleeves, and cuffs. Have students identify where ease and gathers were used in the garments they are wearing.[B]

[B] = Basic Skill Reinforcement

NOTE: If the class project involves gathering by elastic, demonstrate the application of casings and elastic.

(5) Reinforcement

Have students read selected references to identify where reinforced stitches would be found. Explain how to reinforce specific areas of a garment using Teaching Aid 36, Reinforcement. Name the areas of a garment that usually require reinforcement and explain the purpose of reinforcement. Demonstrate procedures for reinforcing corners, pockets, and bias areas. Have students identify where reinforced stitches would be used on their projects. As an enrichment experience have students do reinforcement stitching.[B]

(6) Seams and seam finishes

Show Teaching Aid 37, Plain Seam, to introduce steps in constructing a plain seam. Demonstrate techniques such as trimming, grading, clipping, and notching used in seam construction. Have students review Teaching Aid 38, Techniques Used in Seam Construction. Direct students in constructing samples of plain seams following the procedures covered in class. Samples should require trimming, grading, clipping, and notching to allow students to practice construction techniques.Display completed samples.[B]

Identify types of seam finishes using Teaching Aid 39, Seam Finishes. Display garments or samples and illustrate each seam finish. Review the steps for applying each seam finish by showing students Teaching Aid 40, Applying Seam Finishes. Assign students to complete samples of each seam finish following the instructions covered in class. Display completed samples. Help students identify special seam finishes that will be appropriate for their class projects. KEY QUESTION: What basic factors determine the choice of seam finishes to be used on a construction project?

Identify various types of seams in addition to the plain seam by using Teaching Aid 41, French Seam, Teaching Aid 42, Mock French Seam, Teaching Aid 43, Flat-Felled Seam, Teaching Aid 44, Lapped Seam, and Teaching Aid 45, Welt Seam. KEY QUESTIONS: What is the standard seam used for most sewing? Why is the flat-felled seam used on shirts, some nightwear, and sportswear? Which seam is most often used with sheer fabrics? Which seam is most often used for a tailored finish on heavy fabrics?

Distribute swatches of fabrics that require special seams and ask students to determine which type of seam and/or seam finish could be used on each fabric. Ask each student to explain his/her choice.

[B] = Basic Skill Reinforcement

Provide an opportunity for students to construct samples of seams to be used in class projects. Create a display with the completed samples.

(7) Facings

Have students read selected references or view a visual about facings and support fabrics. Display various garments which were constructed using facings and interfacings. After allowing students to examine the garments on display, lead a class discussion regarding the purposes of using facings and interfacings. KEY QUESTIONS: What is the purpose of facings? interfacings? What different materials may be used for interfacings? What criteria should be considered in choosing interfacings/supportive materials?[B]

Demonstrate the preparation and application of facings using Teaching Aid 46, Application of Facings, Teaching Aid 47, Facings, and Teaching Aid 48, Bias Facing. In the demonstration, include sewing facing pieces together, clean finishing edges, application of interfacings, application of facings, grading and clipping seams, and pressing. Complete the demonstration by explaining procedures for understitching and tacking. Use Teaching Aid 49, Understitching, to summarize steps in understitching a garment.[B]

(8) Sleeves

Demonstrate the preparation of armholes, the construction of a sleeve, and sleeve application. Use examples appropriate for student projects. Conduct a class analysis of set-in sleeves looking for quality points.

Have students research examples of different types of set-in sleeves. Have students analyze their clothing to identify different types of set-in sleeves and bring examples of different sleeves to class.

Have students research various types of sleeves. Have them explain which sleeves would be the most comfortable to wear, most difficult to construct or press, least and most difficult to alter, and which sleeves would require the application of supportive fabric.[C] [B]

(9) Bands

Have students brainstorm to determine a definition for *band* and how bands are used in apparel. Allow students to search newspapers, magazines, and pattern books to find illustrations of bands. Demonstrate types of bands appropriate for class construction projects. Examples include elastic casings, shaped bands, and eased bands.

[B] = Basic Skill Reinforcement

[C] = Common Essential Element

(10) Fasteners

Have students brainstorm to identify various types of fasteners. Lead a class discussion about the purpose of fasteners. KEY QUESTION: What factors should be considered when choosing fasteners for a garment?

If zippers are used in the assigned class project, display samples of the processes used in zipper application. Demonstrate zipper application appropriate for student projects. Demonstration should include how to shorten a zipper, how to put the tab back on track if it comes off, and types and weights of zippers appropriate for specific fabrics. Audiovisual materials may be used to reinforce the zipper demonstrations.

Show Teaching Aid 50, Machine-Worked Buttonholes. Explain the manual and machine methods of making buttonholes. Also explain the importance of accuracy in marking buttonhole placement. Lead a class discussion regarding the process involved in making buttonholes. KEY QUESTIONS: Are buttonhole attachments always required for making machine-worked buttonholes? Why?How should thread be selected for buttonholes? Why is it important to make a test buttonhole? How should buttonholes be treated after they are machine stitched?

As an enrichment experience, have students make a series of buttonholes with the sewing machine. Display completed buttonhole samples.

Display a selection of buttons appropriate for various garments and different fabrics. Demonstrate application of buttons. Explain Teaching Aid 51, Positioning Buttons. As an enrichment experience, involve students in the application of various types of buttons including buttons with eyes and shanks.

Demonstrate the application of hooks, eyes, and snaps. As an enrichment experience, involve students in the application of hooks, eyes, and snaps.

Display a garment closed with tape fasteners. Present a lecture on appropriate uses of tape fasteners. Demonstrate or view audiovisuals on applications of tape fasteners.

(11) Hems

Ask students to study current fashion illustrations to determine currently popular hem, pant, sleeve, and shirt lengths. Lead a class discussion on lengths appropriate for garments. Include quick methods for hemming including the use of special masking tape used for hemming.

Demonstrate the measuring and marking of hems in straight and flared garments. Demonstrate various methods of hemming garments by hand and by machine. Guide students in choosing the appropriate methods for hemming their garments.

Display garments hemmed by various methods. Guide students in evaluating the quality of the finished hems. KEY QUESTION: What are the characteristics that all hems should have?

As an enrichment experience, have students apply hems to samples. Check students' work before they apply hems to their own garments.

(a) Fitting and adjusting garments during construction

NOTE: The construction unit may be enriched with various options, such as constructing additional items, making gifts, planning Student Occupational Activities involving construction, and completing a class entrepreneur's project such as making locker caddies or totes to raise funds for FHA/HERO.[C]

Conduct evaluations of completed garments using Teaching Aid 52, Construction Project Evaluation.[C]

c. Repairs

Introduce the unit on apparel repairs by wearing a garment which needs repair into the classroom. Examples include a jacket with a loose hem, a sleeve with a missing button, and a skirt with a dangling patch pocket. Call attention to the garment worn and ask students to identify the needed repair. After a brief discussion of the need for garment repair, demonstrate basic repair techniques. Include seams, rips, tears, fasteners, and hems.

As a Student Occupational Activity, have students survey personal and family wearing apparel. In order to assign a repair project for each student, ask each student to bring to class a garment which needs repair. Another option is to obtain garments which need repair and allow students to select a garment from a clothes basket for the repair project. Ask students to analyze the garment chosen or assigned and make the needed repairs. Complete the projects by having students press and evaluate each garment.KEY QUESTION: What types of career opportunities are there related to the repair of clothing?[C]

As an FHA/HERO activity, sponsor a service project where members repair garments for residents of a nursing home. Have class divide into groups to determine strategies to accomplish the tasks and implement the plans.[C]

Enrich the unit on clothing repair by directing the making of clothing repair kits for the school office and other places where students go when they tear their clothes at school.

[C] = Common Essential Element

CONCEPTS

D. Principles for altering ready-made garments

LEARNING AND EVALUATION EXPERIENCES

Lead a class discussion regarding alterations. KEY QUESTIONS: Why is it better to alter a garment rather than to discard it? What does the term recycle mean? How can apparel be recycled? What is the cost of having alterations made professionally? What alterations can a teen learn to make?

Follow a discussion on altering clothes with a demonstration of simple alterations. Include the following types of example alterations: lengthening or shortening garments at the hem, tapering/narrowing pant legs, and increasing or decreasing a skirt/pant waist.

Have students survey and complete Teaching Aid 53, Alteration Opportunities. Allow students to share their answers to the work sheet during a class discussion. Share suggestions with the class. Point out that there are generally several options/solutions to every situation.[B] [C]

Group the class by pairs and assign each pair a garment for alteration. Supervise the analysis and repair of the project. Have the class agree on a dollar value for the work of the alteration groups. Students may obtain information about pricing of alteration services from local seamstresses/tailors or from clothing establishments which provide alteration services.

Invite a professional alterations person or a retired person who has skills in alteration to speak to the class about ways to alter clothing. Guide students in preparing questions in advance to ask the speaker. Questions that might be asked may relate to the cost of specific alterations, the present demand for alterations services, and how one interested in altering clothes might start a small business.[C]

Guide students in determining standard prices for alterations services. Have students figure how many alterations jobs would have to be completed to earn at various levels (minimum wage, average wage, and above average wage). Point out the importance of speed and accuracy when altering garments for a fee.[B]

[B] = Basic Skill Reinforcement

[C] = Common Essential Element

TAC 75.83
APPAREL
UNIT V

COMPETENCY: (o.5) *Concepts related to the apparel industry.*

SUB-COMPETENCIES:

(A) *Compare sources of supply for apparel and fabric.*

(B) *Describe various factors influencing the apparel industry.*

(C) *Describe interrelationship of the apparel industry and the national economy.*

CONCEPTS

V. Apparel industry
  A. Sources of supply for apparel and fabric
    1. How the industry operates

LEARNING AND EVALUATION EXPERIENCES

Record the "Made in the USA" jingle. Play the recording for the class and introduce the concept of the clothing industry. Lead a class discussion regarding reasons for the concern about apparel made in the United States. KEY QUESTIONS: Why is there concern for apparel made in the USA? Is more apparel being produced in the USA? Why or why not?

Lead a class discussion regarding how clothes worn in our society today represent clothes of industrialized societies. Present a lecture on the implications of apparel in an industrialized age. Illustrate the lecture with a flip chart or an opaque projector. The following points should be included in the lecture:

1) Today most clothing is mass-produced in factories. Many garments are made at one time by the same manufacturer. Show a picture of an assembly line.
2) Today most clothes are made by machine. Few clothes include handwork. This cuts cost in time and money. Show a picture of a commercial machine. Give students time to identify machine and hand stitches on the apparel they are wearing. KEY QUESTIONS: How can one determine if stitches are made by machine or hand? How does the type of stitch affect the garment?
3) In industrialized societies, people tend to dress similarly regardless of economic level or occupation. Show a picture of people in a group. KEY QUESTIONS: When do you like to dress like someone else? When do you not like to dress like someone else? How does industrialization allow you to dress like other people?
4) Today sophisticated machines have been invented to accommodate design by computers. Show a picture of a sweater with detail. KEY QUESTIONS: How can one determine if a design was originated by a computer? How would this factor affect the training of an apparel designer?

5) Because of factory production, people may own many clothes. Show a picture of a full closet.

Have students role play a situation in which there are no clothing industries. Following the role play, have each student write a paper on how this situation would affect consumers. Allow students to share their papers with the class. Evaluate papers on the basis of content and effective communication skills.[B] [C]

Display an ordinary garment and ask students to brainstorm and list the processes that occurred to get the garment from raw materials to the classroom. Ask a volunteer to write the list on the chalkboard. To outline the elements of the apparel industry for the class, rearrange the list and add missing processes.

Have students read in selected resources about the function and operation of the apparel industry. Lead a class discussion on the major points covered in the reading material. KEY QUESTIONS: What industries in the local community are part of the apparel industry? How long have these industries been in the community? How has the industry affected the community? environment? How does the industry dispose of waste products to protect the environment?[B]

Divide the class into groups. Provide each group with a large piece of newsprint. Instruct each group to make a flow chart illustrating how raw material becomes a garment. The charts should include raw material, fiber, yarn, fabric, design, production, promotion, and sales.

Give students a vocabulary list containing words common in the apparel industry. Write each word on the chalkboard and explain it. Have students write sentences using the words. Incorporate the words in the class activities during this unit. At an appropriate point, instruct students to complete Teaching Aid 54, Word Scramble, on vocabulary related to apparel.

Take students on a field trip to a location that is part of the apparel industry. Locations include a cotton field, sheep farm, cotton gin, fabric manufacturer, design shop, jean factory, and retail store. Have students prepare questions before the field trip and write a summary of information learned.[B]

Have students research consumer publications and find articles pertaining to the fashion industry. Lead a brainstorming session to list ways the fashion apparel industry attempts to influence the

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[B] = Basic Skill Reinforcement
[C] = Common Essential Element

consumer. KEY QUESTIONS: How do consumers react to demands of the fashion apparel industry? How do consumers, in turn, influence the fashion apparel industry?[B]

Simulate an assembly line in the class to help students understand this aspect of the apparel industry. To create the assembly line, select a project that involves production of multiple items. A service project for FHA/HERO might include making handy items for nursing home residents or items for a non-profit child care facility. Other items that could be produced include place mats made from burlap and book covers or wind socks decorated with school colors.

2. Supply of apparel and fabrics
    a. Domestic
    b. Foreign

Present the students with information concerning a global market for textiles and apparel. Create a picture display of ordinary garments. Mount a world map above the garments and use yarn to attach each garment to the part of the world where the garment was partially or totally produced. Lead a class discussion regarding the display. KEY QUESTIONS: What are common manufacturing sources of today's apparel? How extensive are imports? In what part of the world are many garments produced?

Lead a class discussion regarding sources of apparel. Have students research and gather information related to sources of supply of apparel. Instruct students to use the information collected to write papers. Evaluate papers on the basis of content and communication skills.[B]

Have students read in current news publications regarding the apparel industry's concern for imports. Allow volunteers to share information with the class. KEY QUESTIONS: What items are imported? How is the import industry affecting consumers? Why is importing used as an option? What problems is the United States currently experiencing because of imported goods?[B] [C]

Instruct students to select garments that are worn frequently and chart their manufacturing sources. Students should indicate whether each garment is made in the USA or in a foreign country and note the local distribution source. Distribution sources include discount stores, department stores, specialty shops, gift shops, thrift stores, and mail-order sources. Have students report their findings to class. CRITICAL QUESTION: How can the United States ship raw products to other countries, have other countries develop the garment, and return the garment to the United States and sell it for a lower price than if the entire process was handled in the United States?

[B] = Basic Skill Reinforcement

[C] = Common Essential Element

Divide the class into groups. Have each group choose a leader and a recorder. Instruct each group to interview a local apparel retailer about the sources of the merchandise sold in her or his establishment. Groups should share their information with the class. KEY QUESTIONS: What percentage of items are imported? What percentage are totally made in the United States? What items began in the United States but had stages completed in other countries?[C]

Divide the class into groups. Hold a contest to see which group can name the most domestic sources of apparel. Have students prepare a written summary of the results.[B]

B. Factors affecting the apparel industry
   1. Foreign trade

Show a video or film concerning foreign trade. NOTE: Contact the Education Service Center in your region or local media personnel for information on available films about foreign trade. Lead a class discussion regarding foreign trade. KEY QUESTIONS: Why do people desire world trade? What are some examples of commonly traded items? When does world trade become a problem? What factors would cause an increase in world trade? decrease in world trade? What will happen if world trade progresses in the direction the class recommends?

Instruct students to read resources about the effects of the global market on apparel. After the reading is completed, ask students to list the ways trade affects local industries and local consumers. Ask a volunteer to write the list on the chalkboard.[B] [C]

Divide the class into two teams. Instruct each team to choose a captain. Have the teams debate the following topic: The U. S. should restrict clothing imports. Instruct the teams to research references for pros and cons of the issue. After the debate, allow students to vote and determine a general consensus regarding the issue.[B] [C]

   2. Government regulations

Lead a class discussion on government regulations related to apparel. Define the term *regulate* in reference to the apparel industry and write the definition on the chalkboard. KEY QUESTIONS: Why are government regulations necessary in the apparel industry? What are common regulations?

Present a lecture concerning the basic types of apparel-related regulations. Illustrate the lecture with posters, transparencies, or charts. Focus on the following types of regulations:

1) Cost related—taxes on imported goods
2) Safety related—flame retardant requirement

[C] = Common Essential Element

[B] = Basic Skill Reinforcement

3) Label related—fiber content

Ask students to list three regulations mentioned in the lecture that they feel are the most important. Ask them to rank the three according to importance. Ask volunteers to explain why they ranked the regulations as they did.[C]

Invite a resource person to speak to the class on the effects of governmental regulations on the apparel industry. Suggested topics include availability, patents, and costs to the United States and other countries. Have students prepare questions to ask the speaker.

Instruct students to research and write reports on the Occupational Safety and Health Act (OSHA). The reports should focus on aspects of the act that relate to the apparel industry. Evaluate students' papers on the basis of content and effective communication skills. Ask volunteers to read portions of their papers to the class.[B] [C]

3. Labor

Instruct students to read resources regarding the role of labor unions. Lead a class discussion on labor union roles. KEY QUESTIONS: What is a labor union? What is the purpose of a union? What issues have concerned unions in the apparel industry? How have unions positively and negatively influenced the apparel industry? Why do manufacturers resent unions? How do unions affect the cost of apparel for the consumer?[B]

Ask the class to participate in a labor union voting activity. Instruct students to stand in one location to vote "yes" and in another location to vote "no". If a student is undecided, he or she may remain in the center of the room. After each vote, ask volunteers to explain why they voted as they did. Students may vote on the following issues:

1) The work of unions is always good for the worker.
2) The work of unions is always good for the consumer.
3) The work of unions is always good for the manufacturer.
4) Unions should be abolished.
5) All workers should belong to unions.
6) Unions affect the apparel industry.

After voting is completed, summarize the main ideas in the study of labor unions. Lead a class discussion regarding how different opinions on union issues can cause conflicts in the industry. KEY QUESTIONS: Why do different opinions cause conflicts in the apparel industry? What are the consequences of conflicts within the apparel industry? How can conflict be avoided? How can conflicts within the apparel industry be resolved?[C]

[C] = Common Essential Element

[B] = Basic Skill Reinforcement

CONCEPTS	**LEARNING AND EVALUATION EXPERIENCES**
4. Public demand	Show an audiovisual illustrating the principle of demand. Lead a class discussion on the influence of public demand on the apparel industry. KEY QUESTIONS: How does the public express a demand for a product? What happens when the public demands a product? Does the industry respond to the public? What are some ways the public influences apparel produced by the industry?
5. Research	Introduce the importance of research to the apparel industry by creating a display of new products related to apparel. Feature items that have resulted from recent research, such as stretch fabrics, water repellent rainwear, and fibers blended for recovery after excessive stretch. After students have examined the items in the display, introduce a guest speaker to explain how research has produced new products and new processes. Have students brainstorm for areas in the apparel industry needing additional research. Instruct a volunteer to write the list on the chalkboard. Have students examine apparel research as a career possibility.[C]
C. Interrelationship of the apparel industry and national economy 1. Productivity 2. Competition 3. Profit-making	Write the words *productivity*, *competition*, and *profit-making* on the chalkboard. Have students brainstorm for a definition of each. When students agree on a class definition of the words, have them write three sentences that illustrate the relationship of each word to the apparel industry. As a class, review each statement.[B] Show an audiovisual that reinforces the concepts of productivity, competition, and profit-making. CRITICAL QUESTIONS: How do businesses succeed? Why do businesses fail? What is an example of productivity, competition, and profit-making? How does meeting consumer needs relate to profit-making? Why must businesses give priority to profit-making? Ask students to complete Teaching Aid 55, Profit or Loss. If students need a review of mathematics skills needed for this activity, illustrate a similar math problem on the chalkboard.[B] Invite a local economics teacher to class to speak on how trades within the apparel industry affect the economy. Have students prepare questions to ask the speaker. Invite a speaker from the local Chamber of Commerce or from the Small Business Association to speak to the class on the ways competition affects business. Following the presentation, lead a class discussion on experiences students have had with competition in the market place. KEY QUESTIONS: How were

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[C] = Common Essential Element

[B] = Basic Skill Reinforcement

you affected by competition in the market place? Were the effects positive or negative? What would business be like if there was no competition?

Invite a panel of local business people to speak to the class on profit-making. After the presentation, have students brainstorm and list practices that would contribute to profit-making in a specific business, such as a local clothing factory, a department store, a discount store, or a specialty shop.

Lead a class discussion regarding reasons for the promotion of the "Made in the USA" campaign. KEY QUESTIONS: How would the national economy be improved if items were totally made in the USA? Could it be detrimental to USA's economy? Why? Why not?

As an FHA/HERO class activity, invite a resource speaker to class to describe a small business. After hearing the speech, instruct students to use the planning process to select a fund-raising project for the organization.[C]

Invite a legislator, business person, or political scientist to speak to the class on the interrelatedness of the apparel industry and the economy. After the presentation, instruct students to write papers relating the apparel industry to the American economy. Have students elect a committee to read the papers and select three to be presented to the class. Have the committee award a blue ribbon for the most outstanding paper. Red and white ribbons may also be awarded. Have the committee create a display with the papers.[B] [C]

Organize a laboratory experience to summarize the unit on the apparel industry. Divide the class into small groups. Instruct each group to pretend to be an organization producing apparel. Have each group prepare a plan. Plans should include the following:

1) Product
2) Intended market
3) Number of items to be sold
4) Price of each item
5) Where items will be sold
6) Type of advertising
7) Cost of production
8) Profit expected

If time permits, groups may implement portions of their plans.[B] [C]

[C] = Common Essential Element

[B] = Basic Skill Reinforcement

TAC 75.83
APPAREL
CAREER OPTIONS AND ADJUSTMENTS

COMPETENCY: (a.7) *Concepts and skills related to career options and adjustments.*

SUB-COMPETENCIES:

(A) *Relate personal characteristics to the appropriate careers addressed within each home economics course.*

(a.2 A) *Identify employment opportunities and preparation requirements in the chosen field.*

(B) *Describe management practices facilitating individuals assuming multiple roles.*

(C) *Discuss demands and rewards in relation to personal and family life.*

(D) *Demonstrate effective money management.*

CONCEPTS

Career options and adjustments
- A. Personal characteristics needed for apparel careers
  - a.2 A Employment opportunities and preparation requirements

LEARNING AND EVALUATION EXPERIENCES

NOTE: In situations when both the Apparel course and the Textiles and Apparel Design course are offered on a campus and are taken by the same students, it is recommended that the Career Options and Adjustments unit in the Apparel course focus more on careers related to apparel selection, construction, and management. The Textiles and Apparel Design course should focus more on careers related to design, production, and marketing.

Develop a bulletin board for the careers unit using a continuous computer printout listing the multiple jobs in apparel and textiles. Teaching Aid 56, Careers in the Textile and Apparel Industry, may be helpful in developing the printout.[C]

To introduce the concept of careers, show students an audiovisual about careers in the apparel industry. KEY QUESTIONS: What careers are available in the textile and apparel industries? What preparation is required for work in the industries? How can one learn more about such careers? What part-time or summer jobs can help students learn about work in the apparel or textiles industries? What are common personal characteristics of workers in the apparel and textile industries?[C]

Instruct students to complete Teaching Aid 57, Name These Jobs. Upon completion, lead a class discussion on the various jobs held in the apparel and textiles industry. KEY QUESTIONS: What

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[C] = Common Essential Element

types of jobs are available in the apparel and textiles industry? What skills are needed? Which jobs are classified as entry-level? Which jobs offer promotional opportunities?[C]

Have students complete Teaching Aid 58, Common Characteristics of Jobs. After the teaching aid is completed, review the characteristics as they relate to specific jobs in the textile and apparel industries.[C]

Lead a laboratory experience on careers. Allow students to choose an experience that represents a specific job related to textiles or apparel. Laboratory activities may include the following:

1) Repair a garment for another person.
2) Write an advertisement for a specific line of garments.
3) Design a casual garment appropriate for a specific teen activity.
4) Sew a simple garment to sell. (For example, hem a square of soft fabric to be worn as a pocket square or make a bath wrap from a towel.)
5) Create a flow chart that shows all the steps in producing a shirt.
6) Create a display of apparel items and place in a selected location in the classroom or hallway.

Instruct students to write brief papers summarizing the laboratory experiences. KEY QUESTIONS: Did you enjoy your experience? Why or why not? What was interesting about the experience? Why? What further skills and/or knowledge does one need to do this kind of work? Would someone enjoy similar work over a long period of time? Why? Why not?[B] [C]

Distribute the classified advertisement section of a city newspaper. Ask students to clip ads that represent jobs available in the apparel industry. Instruct volunteers to write the following headings on poster boards: Design, Production, Research and Development, Marketing, Retailing, Distribution and Sales, Fashion Promotion, Entrepreneurship, and Clothing Care Services. Have students attach their ads to the appropriate boards.[C]

Instruct each student to select five jobs that might interest him or her. Have students report their findings in a written paper. Papers should include the following information:

1) Descriptions of the work and workers
2) Characteristics of successful workers
3) Training required
4) Benefits and concerns of workers

Evaluate students' papers on the basis of content and effective

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[C] = Common Essential Element

[B] = Basic Skill Reinforcement

communication skills. Allow volunteers to share their information with the class. Instruct students to complete Teaching Aid 59, Traits That Help One Succeed on the Job. Relate each trait to the jobs students have researched.[B] [C]

Ask students to write paragraphs outlining part-time jobs they might obtain in order to learn more about the apparel and textiles industry. Students should also describe how the jobs will help them learn about careers related to the industry.[B] [C]

B. Management practices for homemakers with multiple roles
   1. Concerns of dual-role homemakers
   2. Ways homemakers manage dual roles

Invite a panel of men and woman who have dual roles to discuss management practices of homemakers with multiple roles. Panelists may include teachers, the school counselor, a school clerical worker, a custodian, a person from the local Chamber of Commerce, a shift worker, or a retiree who once had multiple roles. Have the panel present the concerns of women and men who have responsibilities in the work world and in the home. Summarize the contributions of the panelists at the conclusion of the presentations.[C]

Have students brainstorm and list major concerns of homemakers who have dual roles. Ask a volunteer to place the list on the chalkboard. Lead a class discussion regarding ways various families address these concerns. KEY QUESTIONS: What are major concerns of homemakers who have dual roles? How is each concern dealt with? Are all concerns dealt with in the same manner? Why or why not?[C]

Have students interview several homemakers to gain further information about management practices. Ask each student to interview three homemakers who have multiple roles. Instruct students to read selections from *Home And Career*, from the Home Economics Curriculum Center, Texas Tech University, Lubbock, Texas, in preparation for the interviews. Assist students in planning interview questions. After the interviews, have students compile a list titled, "Tips for Managing Dual Roles."[C]

Instruct each student to use the list developed in the previous activity and write an article for the local newspaper. Articles should provide information on ways families can manage dual roles effectively. Have students elect a committee to read the articles and select one to submit to the local newspaper.[B] [C]

Have students list daily and weekly tasks that are common to many families. Instruct students to work in pairs and assign the tasks to various family members. Lead a class discussion on the

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[B] = Basic Skill Reinforcement

[C] = Common Essential Element

task assignments made by each group. Instruct students to complete Teaching Aid 60, Household Tasks. KEY QUESTIONS: What determines which family member assumes certain responsibilities in the family? Are certain tasks more appropriate for one family member than for another? Why or why not? How do family roles vary in different families? What responsibilities do teenagers assume in the family? In addition to family responsibilities, what other responsibilities do teenagers assume?[C]

Give students a handout containing the Time Saving Tips found on pp. 28-30 in *Home and Career*, from the Home Economics Curriculum Center, Texas Tech University, Lubbock, Texas. Ask students to read the list and write additional time savers. They may wish to interview multiple-role homemakers in order to complete the assignment.[C]

Instruct students to develop a handbook for homemakers with dual roles. Divide the class into groups and allow each group to select the section of the handbook that appeals to them. Groups may include artwork in addition to written information. The handbook may be organized as follows:

1) Time savers for employed homemakers
2) Ways to share family responsibilities
3) Quick, nutritious meals
4) Housecleaning tips for the busy family
5) Shopping wisely when time is limited
6) Planning for family fun when family members are employed
7) Child care for working parents
8) Planning role responsibilities for people in multi-generational families

As an FHA/HERO project, the handbook may be sold to families in the community.[B] [C]

Have students plan an FHA/HERO program titled, "Careers in the Textiles and Apparel Industry." Instruct volunteers to research information on specific careers and present the information to the FHA/HERO group. Students may also prepare audiovisuals to accompany their presentations.[B] [C]

Direct students in planning Student Occupational Activities related to careers. Students may gather information and investigate specific careers, or they may choose to work at part-time jobs to learn more about specific careers. At the conclusion of the activity, have students share information with the class.[C]

[C] = Common Essential Element

[B] = Basic Skill Reinforcement

CONCEPTS | **LEARNING AND EVALUATION EXPERIENCES**

C. Demands and rewards of apparel careers

Invite two or three workers from the apparel industry to speak to students about demands and rewards in their professions. Instruct students to prepare questions to ask the speakers.[C]

Instruct students to role play situations involving apparel careers that require nontraditional work commitments. Students should demonstrate ways families can adapt to such career demands. Situations to role play include the following:

1) A buyer must go to a three-day out-of-town market each month. How will the family, the other parent and a small child, adapt?
2) A factory technician is transferred to a plant in another state. The worker's children are unhappy about moving away from school and friends. How will they adapt?
3) A designer has his or her studio in the home. How will this affect family life?
4) A shift worker works evenings. How will other adults and children in the family adapt?
5) A salesperson must return to school to meet the requirements for a supervisory position. What problems may this present to other family members? How will they adapt?

Lead a class discussion after each role play. KEY QUESTIONS: How does nontraditional work affect family life? How may a family respond to career demands made on individual members? What changes might one be willing to make for her or his own career? for the careers of other members of the family? How may families resolve conflicts resulting from career demands?[C]

Instruct students to read resources and write articles for the school paper on careers in textiles and apparel. Students should include information on the demands and rewards of textiles and apparel careers. Evaluate papers on the basis of content and effective communication skills.[B] [C]

D. Effective money management

Have students read resources to learn about job benefits. Benefits include items such as parking, transportation, and relocation expenses. Lead a class discussion on the information obtained. KEY QUESTIONS: Are paid parking and transportation classified as job benefits? Why or why not?. What benefits are included in relocation expenses? Why are benefits important when considering a career?[B] [C]

Define *cost of living*. Lead a class discussion on the differences in costs of living in various geographical locations Use Teaching Aid 61, Cost of Living, as a guide. Have students consider costs of

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[C] = Common Essential Element

[B] = Basic Skill Reinforcement

local housing, food, utilities, transportation, medical care, taxes, and services. Have students calculate cost of living factors in other locales for comparison with local figures. KEY QUESTIONS: What impact would cost of living have on career decisions? When could making less really result in making more?[B] [C]

Invite a company personnel manager or representative from a personnel agency to point out examples of employee benefits that would focus on personal and family needs. Examples include counseling services, child care, recreation/wellness programs, staff development programs, and educational incentives. Address current benefit trends and the ultimate benefit to the employer and family. KEY QUESTIONS: How could provision of these benefits improve family life? work performance? Why would an employer consider it financially advantageous to provide these benefits? What benefits are common in various careers related to apparel? Why?[C]

Have students read resources and write reports on the financial benefits of employment. Reports should include items such as insurance, uniforms, housing, meals, transportation, travel expenses, and employee expenses. Have students address the following questions. Evaluate papers on the basis of effective communication skills and content. KEY QUESTIONS: How do fringe benefits affect total salary? How can fringe benefits influence a person considering a job? Why is it important to weigh the fringe benefits of one job against those offered by another?[B] [C]

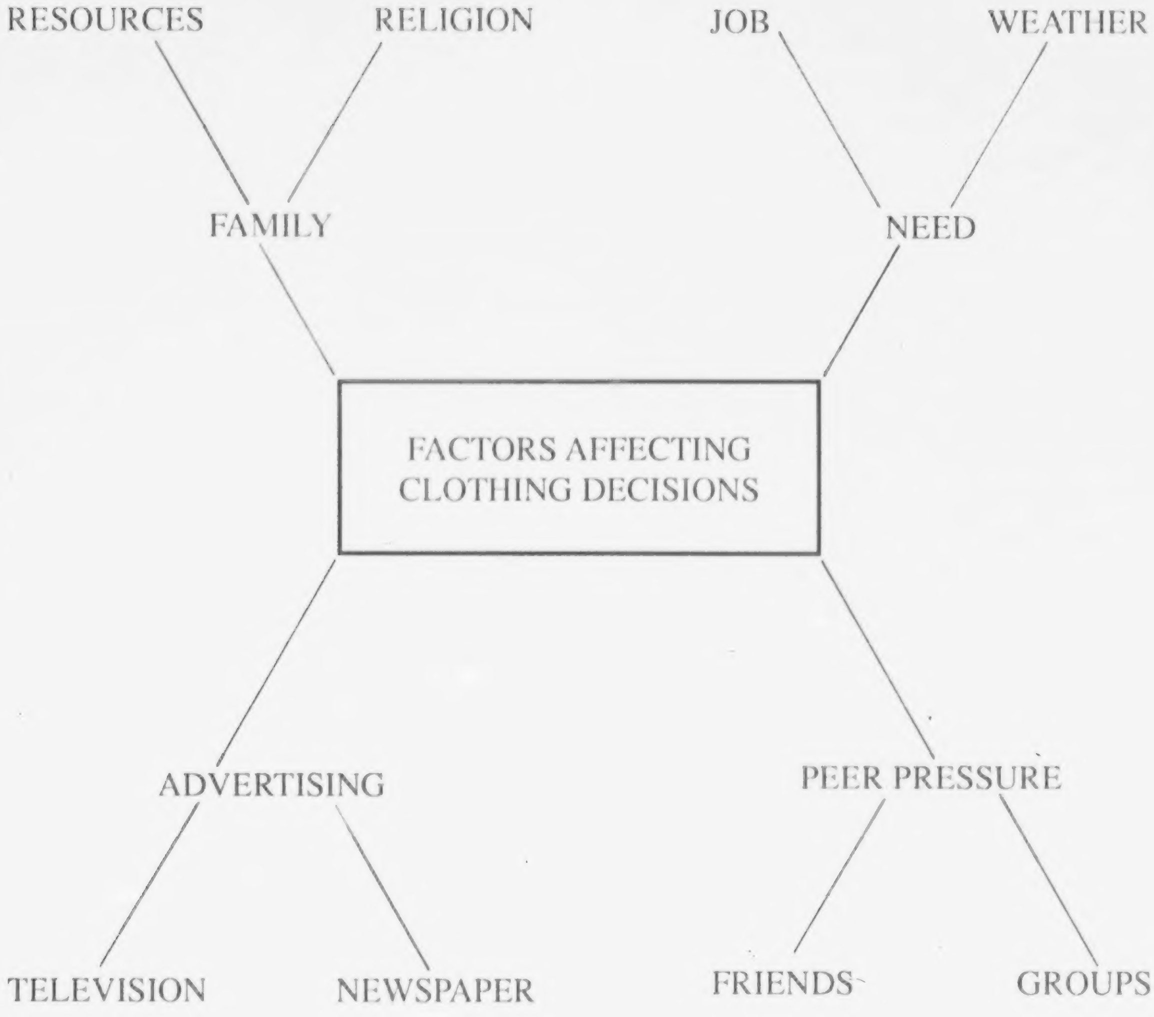
Explain to students the concept of hidden costs of employment. Employee costs include initial requirements for additional education/training, periodical professional development requirements, professional organization memberships, license requirements (initial and renewal), work space, clothes, business expenses (telephone, supplies, travel, and entertainment), equipment/tools, unsupplied uniforms, required availability of car/transportation, and inventory. Instruct students to investigate apparel careers and determine the hidden costs to employees. KEY QUESTIONS: What is meant by the quote, "It takes money to make money"? Are the hidden costs identified likely to vary among employees within the same career? Why or why not? Which costs identified could ultimately be paid by the employer and, therefore, become job benefits? How can a job's hidden costs affect job selection? personal money management?[C]

[B] = Basic Skill Reinforcement

[C] = Common Essential Element

TEACHING AID SECTION

FACTORS AFFECTING CLOTHING DECISIONS


RESOURCES
RELIGION
JOB
WEATHER
FAMILY
NEED
FACTORS AFFECTING CLOTHING DECISIONS
ADVERTISING
PEER PRESSURE
TELEVISION
NEWSPAPER
FRIENDS
GROUPS

Appropriate Dress

Directions: Read the following cases. Describe the clothing choices you would make in each case.

1. You are scheduled to give a special report in English class. You want to be sure that your appearance does not distract from your presentation. What will you wear?

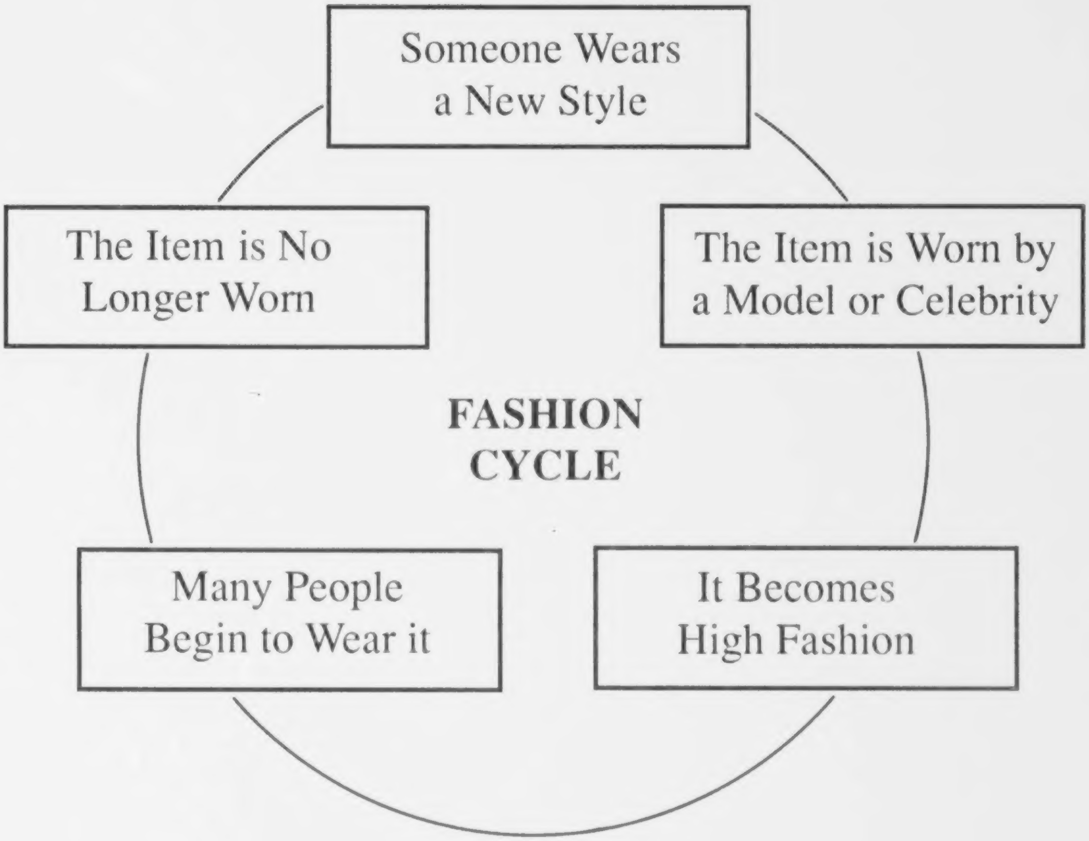
2. Your cousin has just invited you to a weekend in the mountains. What clothes will you take?

3. You want to interview for a summer job as a hospitality assistant in a local hotel. You want to make a good impression. What will you wear to the interview?

4. Your special friend has arranged for the two of you to go for a pizza supper and a movie. This should be a fun evening. You want to be comfortable and look your best for your friend. What will you wear?

Analyze the reasons for your decisions. What were the greatest influences on your clothing choices?

Fashion Cycle



FASHION CYCLE

Someone Wears a New Style

The Item is Worn by a Model or Celebrity

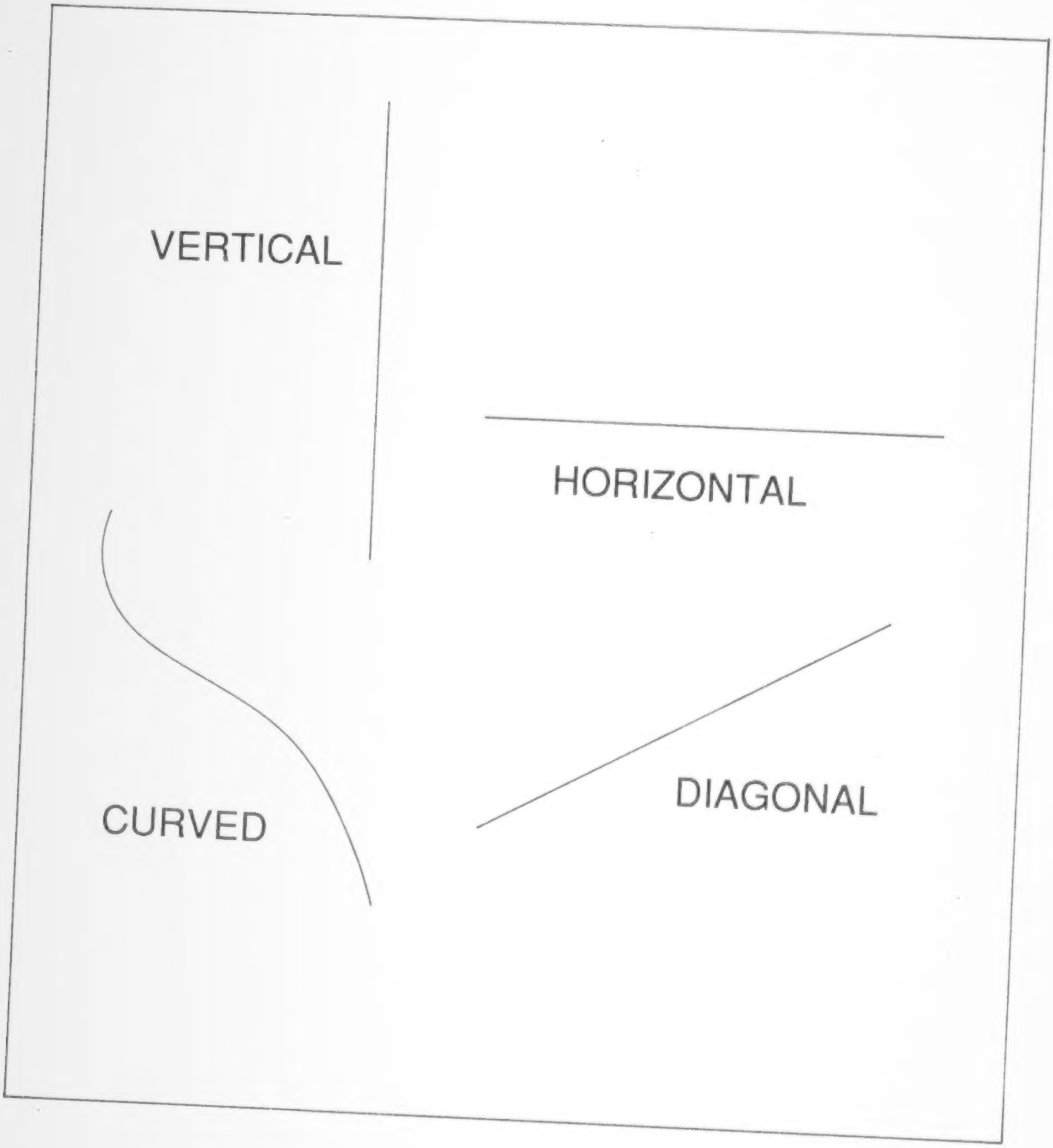
It Becomes High Fashion

Many People Begin to Wear it

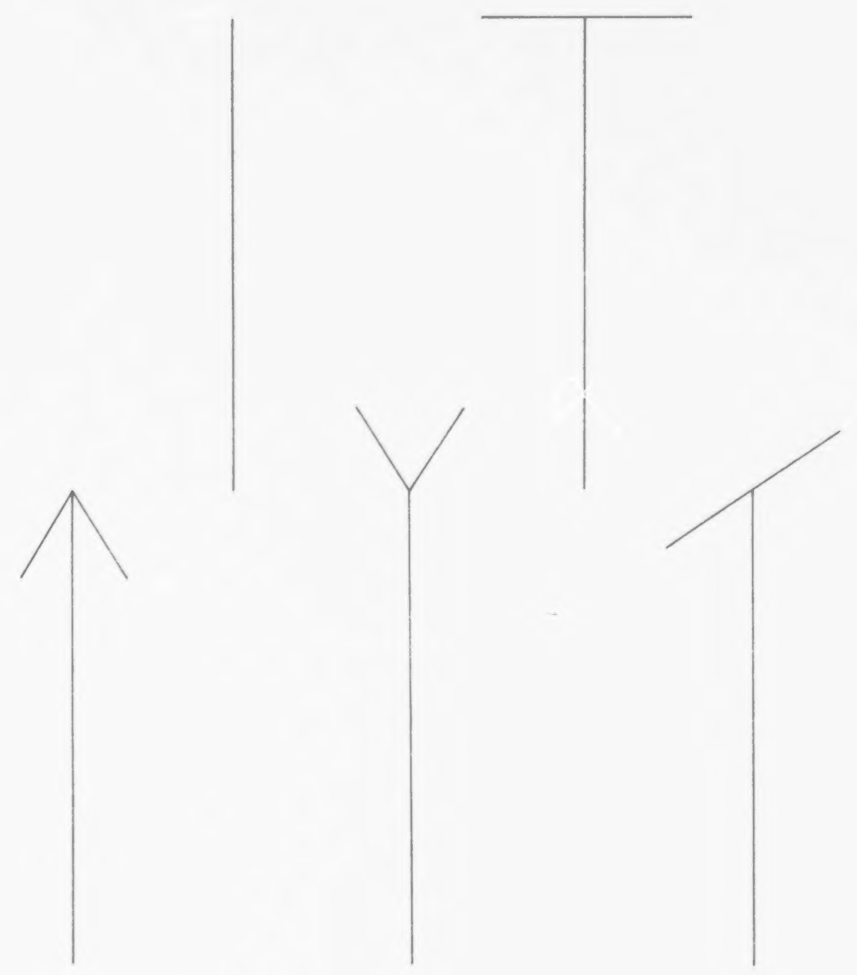
The Item is No Longer Worn

TA 4

TYPES OF LINES


VERTICAL
HORIZONTAL
CURVED
DIAGONAL

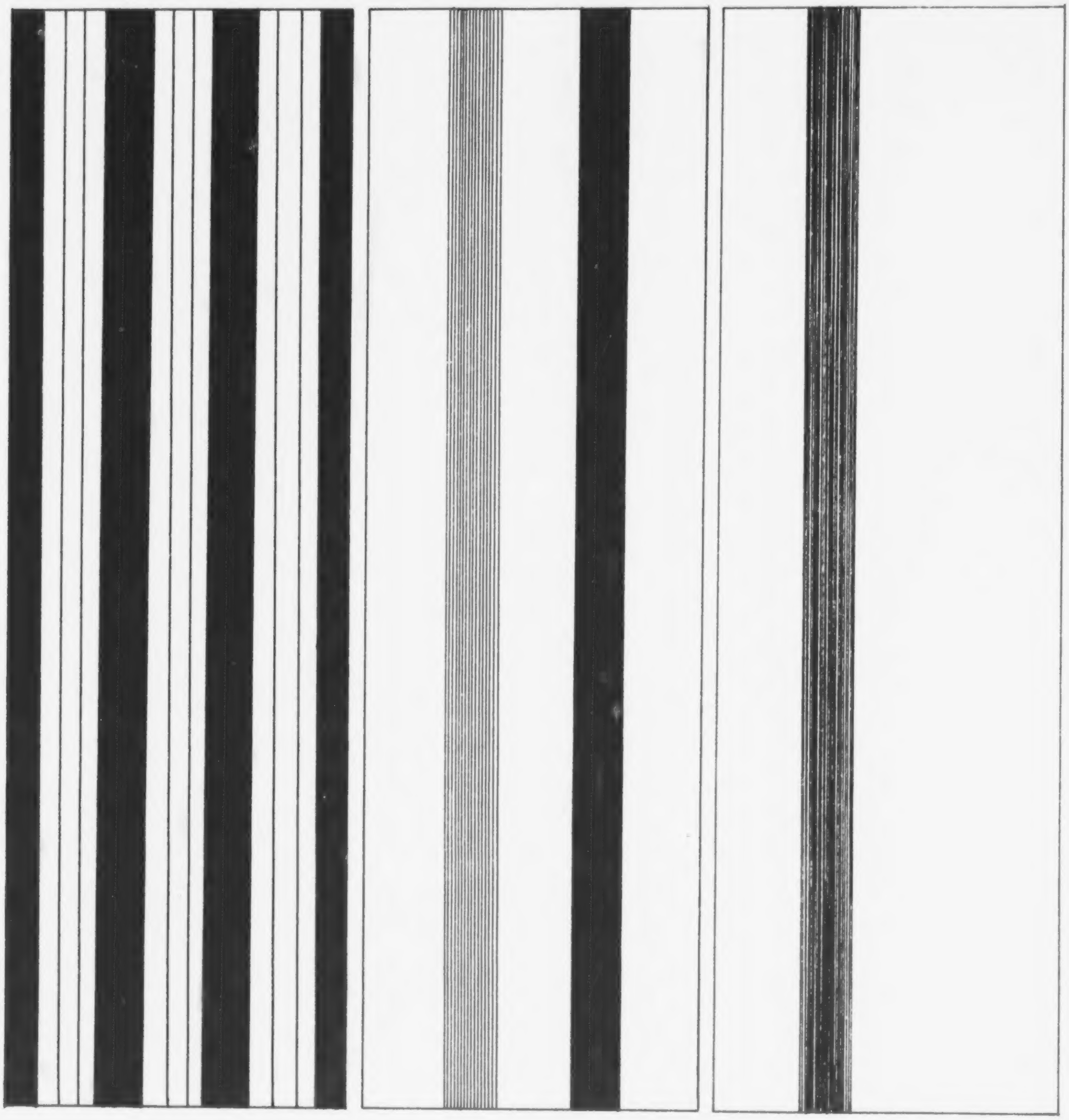
INTERACTION OF LINES



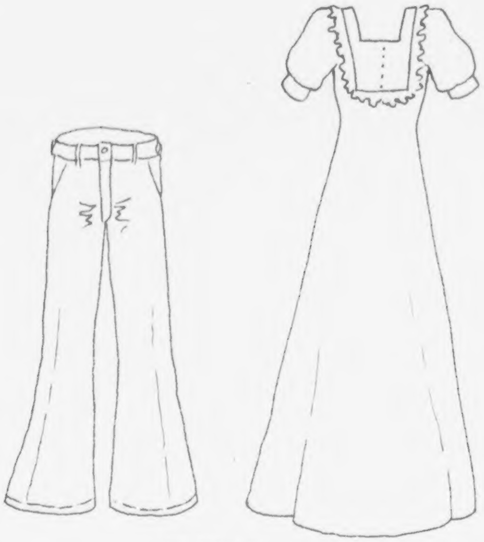
Each line is exactly the same length, but the length does not look the same.

TA 6

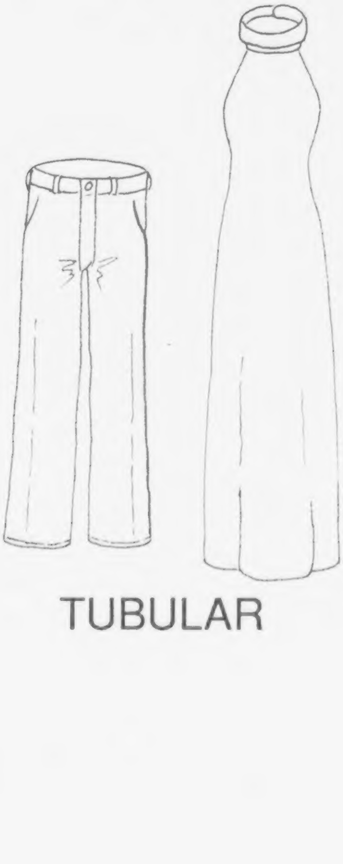
SLENDERIZING THROUGH LINES



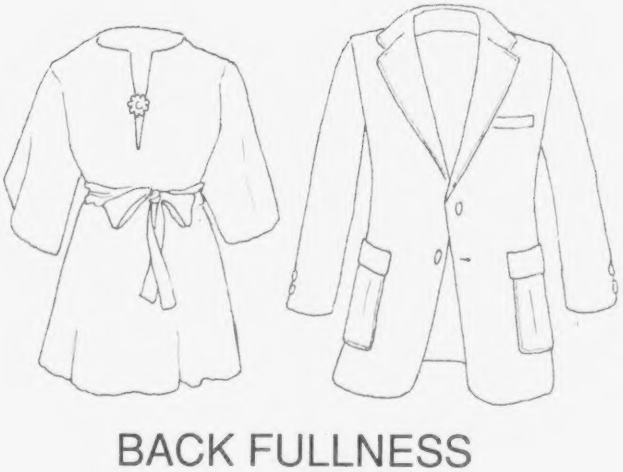
THE THREE
CLASSIC SILHOUETTES



BELL



TUBULAR



BACK FULLNESS

Principles of Design
Balance

Definition

- Balance is the arranging of design parts to create a feeling of rest and equilibrium.

- Formal balance (symmetrical)—The design is the same on each side of the design center.

- Informal balance (asymetrical)—The design is balanced but is different on each side of the design center.

Application

- Formal—A jacket with buttons down the center and pockets of the same size and in the same place on either side

- Informal—A jacket with a side closing and one pocket

TA 8b

Principles of Design
Proportion

Definition

- Proportion refers to the relationship of parts to each other and to the design as a whole based on the division of space.
- All parts of the design look good together.

Application

- Clothing should simulate ideal body proportions. For example, a long-waisted person should wear a garment that is not fitted at the waistline.

Principles of Design
Rhythm

Definition

- Rhythm refers to the illusion of motion as the eye moves easily from one part of the design to another.
- A pleasing design arrangement.

Application

- Repetition of lines or shapes in a design create rhythm.

Principles of Design
Emphasis

Definition

- Emphasis is created when attention is drawn to a certain part of a design.
- The center of interest dominates the design.

Application

- Emphasis is created by contrast in texture, color, and line or by use of unusual shapes, textures, and colors.

Principles of Design
Harmony/Unity

Definition

- Harmony/unity is created when all parts of the garment work together to create a pleasing, whole design.
- The garment and the body appear to be well-suited for each other.

Application

- Appropriate applications of balance, proportion, rhythm, and emphasis create harmony/unity.

TA 9

Planning for Your Figure Needs

Directions: Read about each student and suggest ways to solve the problem.

1. Brenda's hips are too large. She wants to wear pants when her friends do. What should she do?

   ____

   ____

2. Joe is small for his age. He feels like his date will think he is a preteen. What should he wear for a date to a movie?

   ____

   ____

3. Sharon has pretty eyes and hair, but she wears a size 16 blouse. Her waist and hips are normal size. How should she dress?

   ____

   ____

4. Juan is very tall and very thin. He feels like a bean pole! What should he wear to church?

   ____

   ____

5. Marie is 5' 1" and weighs 150 pounds. What should she choose for a swimsuit?

   ____

   ____

TA 10

Wardrobe Plan

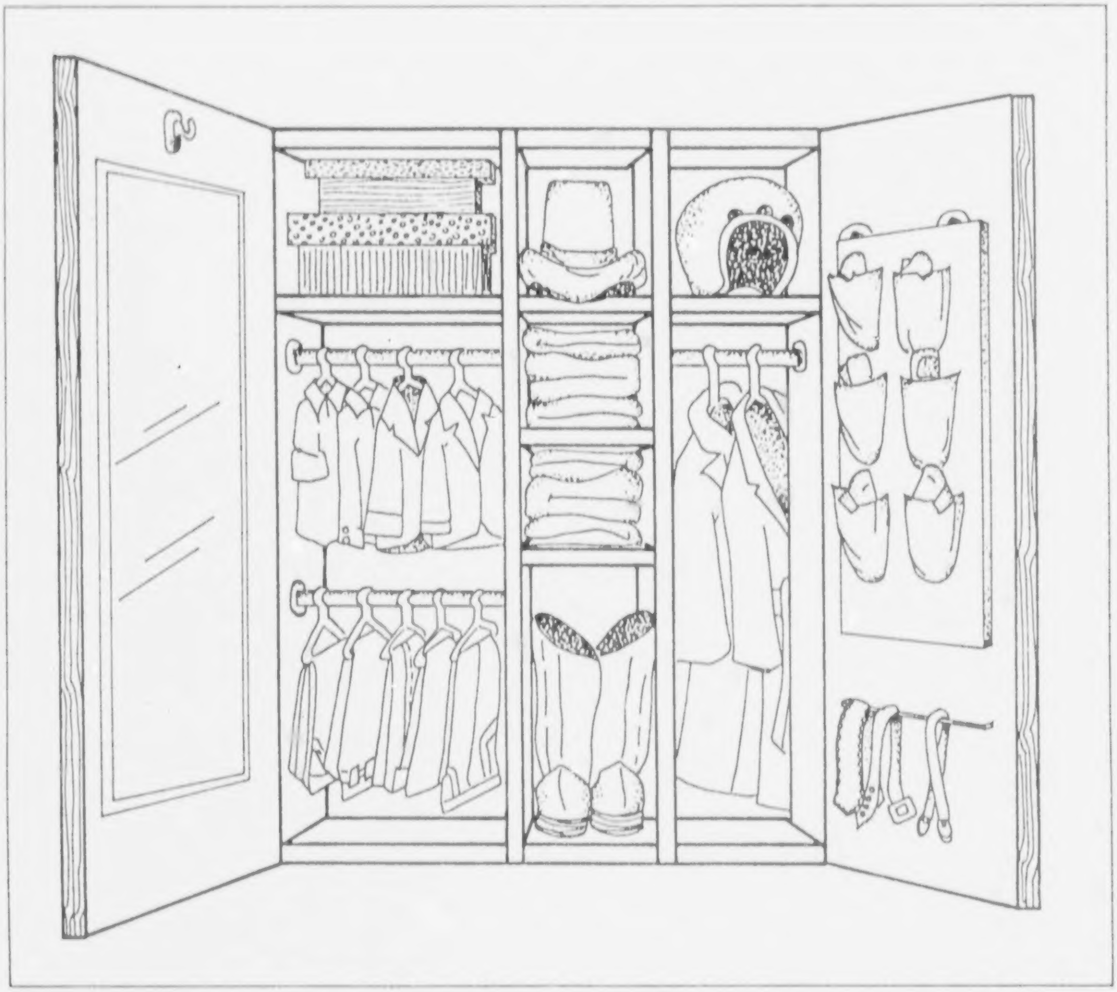
Directions: Evaluate your wardrobe by completing the following chart.

1. Inventory your wardrobe by looking at your items of apparel. Separate your apparel into the following groups: repair, clean, retain, and discard.

REPAIR	CLEAN	RETAIN	DISCARD

2. List the garments you need to complete your wardrobe.

DETERMINING
BASIC WARDROBE



Inventory wardrobe.
Identify wants.
Determine needs.
Plan purchases.
Do comparison shopping.

When shopping, consider:

Budget
Sources
Size
Fit
Style

Color
Workmanship
Care
Cost of item
Quality
Suitability for needs

Wardrobe Planning

Directions: Complete the following chart to determine the items needed to complete your wardrobe.

ITEM	DESCRIPTION	COMBINE WITH
Pants or Skirts		
Shirts or Blouses		
Sweaters		
Jackets		
Dresses or Suits		
Accessories		
Shoes		
Underwear		
Other		

WHAT DO I NEED?

WARDROBE PLANNING

Directions: To determine your clothing needs, list your activities below. With a check mark, indicate how often you participate in each activity and list the types of clothes needed. After the list is complete, group your activities according to the type of clothing needed for each. Finally, list items of apparel you need to complete your wardrobe.

Daily	Weekly	Occasionally	Activity	Types of Clothing

School	Leisure Time	Dressy	Work

Clothing Needs ______________________________

____

____

Case Study on Clothing Replacement

Amy and Andrew are twins who are sophomores in high school. Amy is on the tennis team, while Andrew is on the swim team. Each of them has a part-time job doing yard chores on Saturdays. They live in the southwest where there is seldom freezing weather, but summers are very hot. Andrew enjoys playing guitar in his spare time as well as visiting with his friends; Amy enjoys bicycling and visiting with friends. They usually have one travel experience each year when they go by car to their grandmother's in Michigan. Both Amy and Andrew grew several inches and gained several pounds during the past year. Each of them needs to replace most of the items in their wardrobe. What will they choose? The family has an average income for people in your community.

TA 15

Shop and Compare

Directions: For each type of apparel shown below, select three sources of supply. Compare the brands and prices of each item for each source.

Jeans

Source	Brand	Price

Shirts

Source	Brand	Price

Shoes

Source	Brand	Price

Review the information you have collected and explain which sources you will choose. Explain why you made the decision.

Jeans ____________________

Shirts ____________________

Shoes ____________________

TA 16

Apparel Consumer Checklist

Directions: Consider a recent apparel purchase. Check *yes* or *no* to determine if the purchase was a wise one.

Item purchased: ____________________

	YES	NO
1. Did you determine in advance that you needed this item?		
2. Can you wear it often to school and elsewhere?		
3. Does this item go with the rest of your wardrobe?		
4. Can you wear it for many years?		
5. Did you plan what amount to spend on the item?		
6. Did sales influence your decision to purchase the item?		
7. Could you have sewn the item for less?		
8. Did you compare items in several stores before buying?		
9. Did you compare several similar items before buying?		
10. Did you examine the construction before buying?		
11. Did you consider the care label?		
12. Is the fit right?		
13. Are the style and color flattering to your face and figure?		
14. Was the price right?		
15. Are you happy with the garment?		

TA 17

Consumer Legislation Related to Garment Labeling

1939–Wool Products Labeling Act passed requiring all retail labels to give the fiber content and source of the wool. (amended 1960)

1952–Fur Products Labeling Act passed stating that the purchaser must be informed of the true English name of the animal the fur was taken from, the country of origin, and whether the product is composed of used, damaged, or scrap fur or fur that has been dyed or bleached.

1953–Flammable Fabrics Act passed requiring all textiles used in apparel and home furnishings to comply with the minimum requirements for flame retardancy. (amended 1954 and 1967)

1958–Textile Fiber Products Identification Act passed requiring most textile products to be labeled with the fiber content. (enacted 1960)

1972–Care Labeling Rules became effective requiring labels to be permanently attached to textile products and to provide the consumer with clear instructions for care.

Laboratory Experiences with Stain Removal

Directions: Choose two different stain removal problems for experimentation. For example, experiment with ways to remove blood from a cotton blouse and ink from a nylon shirt. Your teacher will help you plan for samples of stains to remove. Butter, chocolate, tea, cosmetics, catsup, and mustard are possibilities. Record the results of your experiments on the form below.

Experiment 1

Fabric____________________

Stain ____________________

Method #1____________________

Results____________________

Method #2____________________

Results____________________

Method recommended____________________

____

Experiment 2

Fabric____________________

Stain ____________________

Method #1____________________

Results____________________

Method #2____________________

Results____________________

Method recommended____________________

____

TA 19

Apparel for Different Lifestyles and for Special Needs

Directions: Read each situation and determine the clothing needs.

1. George's parents have experienced another job layoff. His mother can only buy his school clothes from garage sales. How may his clothes be different from those of others in his group?

2. Hilda is expecting a baby in June. What special clothes may she need this spring?

3. Your cousin, Sue Chin, has come for a week's visit. Her suitcase was lost on the plane. She is one size smaller than you. Which of your clothes will you share with her?

4. Your youngest brother is almost three, and he is learning to dress himself. What type of clothing will your parents buy for him for his birthday?

5. Your friend Jim has broken his leg. What alterations can be made to help him dress easily?

6. Your neighbor Mr. Hernandez must move about in a wheelchair. Mrs. Hernandez has asked your mother for suggestions for clothing items which Mr. Hernandez can use comfortably. What should she suggest?

Textile Analysis

DIRECTIONS: Examine samples of fabric provided and complete the following chart.

Fabric	Fiber Source	Fiber Description	Common Uses
Cotton			
Linen			
Silk			
Nylon			
Polyester			
Cotton/Polyester			

SKIT ON COTTON AND WOOL PROCESSING

Characters

Leo Lamb (This actor wears sheep ears made with construction paper attached to a head band.)

Katy Cotton (This actor wears a top made to resemble a cotton burr formed with a white plastic bag featuring a brown construction border as shown.)

Fred Fieldmouse (This actor wears mouse ears made with construction paper attached to a head band. Additional props may include samples or pictures illustrating the various steps in the processing of cotton and wool.)

Setting

Leo is at the fence looking over the long rows of ripe cotton.

Script

Leo: Well, it is almost shearing time. Boy, do I dread this!

Katy: Hey! What's your problem? Why are you so upset? You keep producing wool each year, but harvest time is here, and it is the end of the line for me.

(Fred appears on the scene.)

Fred: Katy, you have it all wrong. I visited with my cousin Carl, the city mouse. He lives near a cotton factory, and he told me all about what he sees happening to cotton before it becomes clothing.

Leo: Well what do you know about the processing of cotton?

Fred: What do you want to know? I'm practically an expert on the subject.

Katy: Well what do I have to look forward to?

Fred: Well now that you have matured, the next process is defoliation. They spray this dreaded chemical on you that will make your leaves fall off.

Katy: Oh, no! That's enough. Don't say another word.

Fred: But I haven't even started. After that the harvester visits. You will be bailed and sent to the gin where they will remove seeds, dirt, and burs.

TA 21b

Leo: Katy, that sounds painful.

Fred: That's not the half of it! From there they send you to market and then off to the manufacturing plant.

Katy: I hate to ask, but what happens next?

Fred: They open the bundles and dump you and your buddies into a blender with air and finger-like combs. The combs are used in two processes, carding and combing. Carding is an initial process which is performed on all cotton, while combing is a refined practice used on the better quality cotton.

Katy: Well I'm sure I fit into that category.

Leo: Go on, this is getting interesting.

Fred: Katy, one could say you have a weight problem. You look like a beach ball, but don't worry, you won't for long because after combing you will be turned into a sliver one-half inch in diameter. Then drawing occurs.

Katy: Don't say another word.

Fred: I haven't gotten to the best part. Once you are a sliver, roving occurs. Guess what that is?

Leo: I'm afraid to ask.

Fred: Yes, they add twist and now Katy is 18 inches in length.

Katy: (Puts her hands over her ears.) Tell me this is the end.

Fred: No! Next you will be placed on large bobbins and more twist will be added.

(Katy starts to cry. Fred looks like he feels bad.)

Fred: Katy don't cry. Just think, you will be woven into a beautiful piece of fabric and some nice person will look lovely wearing you at a special event.

Leo: See Katy, that's not so bad.

Fred: By the way, my uncle lives by a wool manufacturing plant. Do you know what will happen to your wool?

Leo: No!

Katy: Yes, I had to go through it so you must also.

Fred: Well, as you know, shearing is first, and you will resemble Kojak.

Leo: Very funny!

Fred: After that the fleece is sorted and blended.

Katy: I had to go through all of those cleaning processes. What about Leo's wool?

Fred: It does also. It undergoes scouring, carding, and combing just like you. Guess what is next?

Katy: Drawing and sliver formation.

Fred: Good answer.

Leo: What's next, smarty?

Fred: Same old thing, spinning and then it is placed on bobbins and sent to the fabric producer, and then your hair is woven into something beautiful for many garments.

Leo: That's not so bad.

Fred: Do you want to know the truth? You make life much more enjoyable for all humans.

(Leo and Katy look proud.)

THE END

TA 22

RELATING FABRICS TO GARMENTS

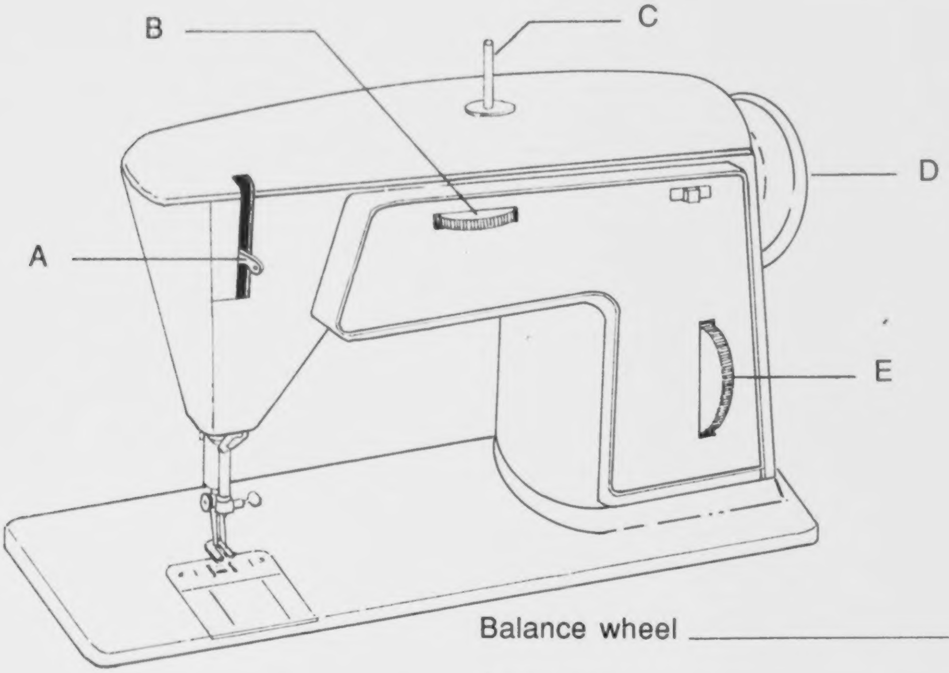
Directions: For each garment below, select the appropriate fabric characteristics. Individual characteristics may be used more than once.

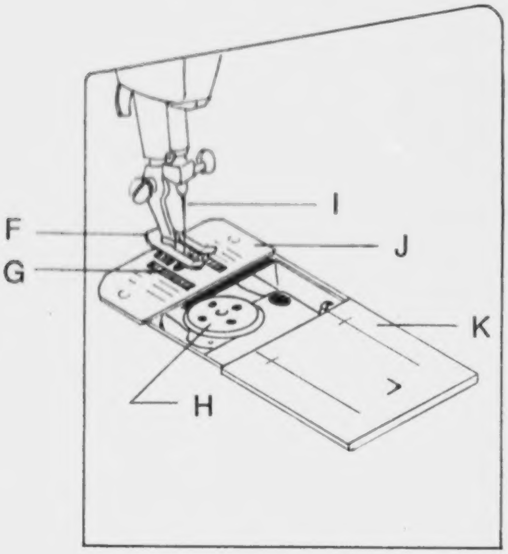
____ 1. Coat
____ 2. Raincoat
____ 3. Jogging suit
____ 4. Summer shirt
____ 5. Swimsuit
____ 6. T-shirt
____ 7. Jeans
____ 8. Hose

a. stretchable
b. lightweight
c. hand washable
d. waterproof
e. warm
f. breathes
g. machine washable
h. cool

THE SEWING MACHINE

Directions: Look closely at the diagram of a sewing machine. Indicate on the diagram the name of each part, and briefly describe its function in the space provided.





Balance wheel ____________________

Spool pin ____________________

Stitch regulator____________________

Tension dial ____________________

Thread take-up lever____________________

Bobbin ____________________

Presser foot____________________

Feed ____________________

Throat plate ____________________

Slide plate ____________________

Needle____________________

TA 24

Sewing Permit

This permit, with all its privileges and obligations, is presented to

____

It entitles the bearer to operate a sewing machine alone or in the company of others. This is to certify the student has duly met the established requirements and has demonstrated a satisfactory understanding of the care and use of a sewing machine.

Date: ____________________ *Authorized by:* ______________________________

Sewing Permit Requirements

Mastered	Requirement
	Identify names and uses of measuring tools
	Identify names and uses of cutting tools
	Identify names and uses of marking tools
	Identify names and uses of pressing tools
	Identify names and uses of sewing notions
	Identify the names and purposes of the parts of the sewing machine
	Thread the sewing machine
	Stitch a straight 5/8" seam
	Stitch a curved seam
	Stitch around a corner
	Backstitch
	Demonstrate proper maintenance of the sewing machine
	Identify safety rules followed when sewing
	Identify pattern symbols and their meanings
	Transfer pattern markings to fabric

Using the Pattern Envelope

9920 Men's Shirt

Collared shirt has set-in sleeves, separating zipper. View 1 has long sleeves. View 2 has short sleeves.

BODY MEASUREMENTS

	Small	Medium	Large	Extra Large	
Neck	14-14 1/2	15-15 1/2	16-16 1/2	17-17 1/2	Ins.
Chest	34-36	38-40	42-44	46-48	"
Waist	28-30	32-34	36-39	42-44	"
Hip	35-37	39-41	43-45	47-49	"

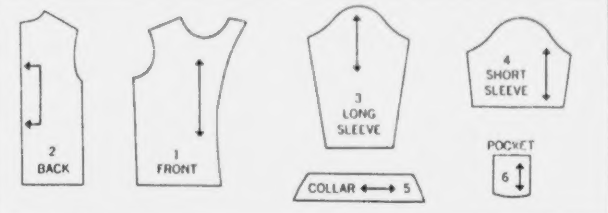
VIEW 1					
35"-36" with nap	2 7/8	3 1/4	3 5/8	4	Yds.
44"-45" with nap	2 1/2	2 1/2	2 7/8	3	".
58"-60" with nap	1 7/8	1 7/8	2 1/8	2 3/8	".
VIEW 2					
35"-36" with nap	2 3/8	2 3/8	3 1/4	3 3/8	Yds.
44"-45" with nap	1 7/8	1 7/8	2 1/4	2 3/8	"
58"-60" with nap	7/8	7/8	1 1/4	1 1/4	"

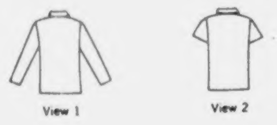
Interfacing for collar					
35"-36"	1/4	1/4	1/4	1/4	Yd.
44"-45" woven	1/4	1/4	1/4	1/4	"

Finished back length	30	30 1/2	31	31 1/2 Ins.

FABRICS: Cotton, broadcloth, denim, double knit, seersucker, corduroy, madras, gingham.

NOTIONS: Thread, seam tape, 22" separating zipper



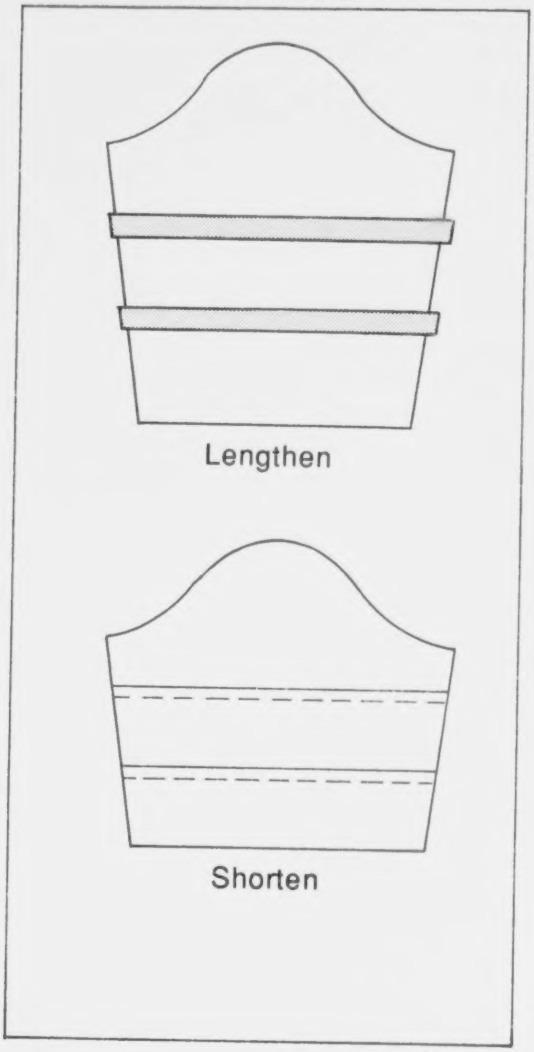


Locate the following items on this pattern envelope:

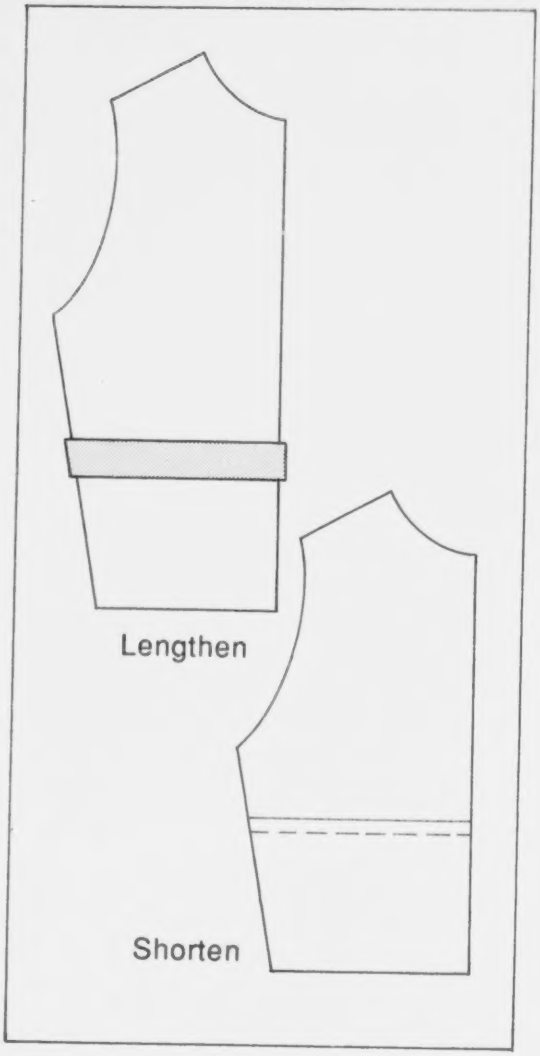
- The pattern number
- The number of pieces in the envelope
- The back view of each garment
- The shape and identification of each pattern piece
- The description of the garment
- The numbers and types of notions required
- Special information about the pattern
- The body measurement and size charts
- The yardage charts
- The fabric suggestions

BASIC PATTERN ALTERATIONS

FITTED SLEEVE ALTERATIONS


Lengthen
Shorten

BODICE ALTERATIONS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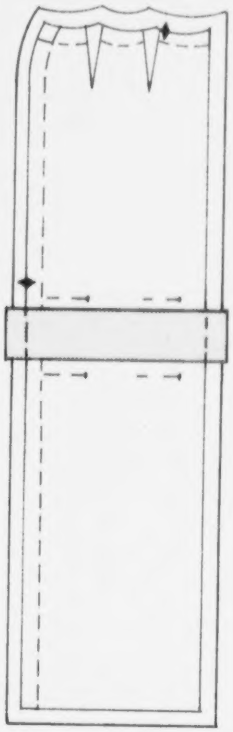
BASIC

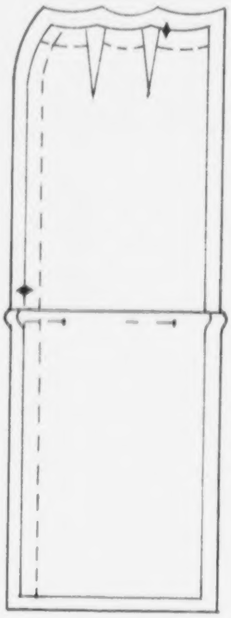
PATTERN ALTERATIONS

SKIRT ALTERATIONS

STRAIGHT SKIRT

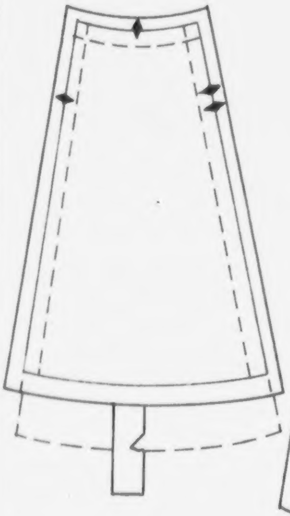


Lengthen

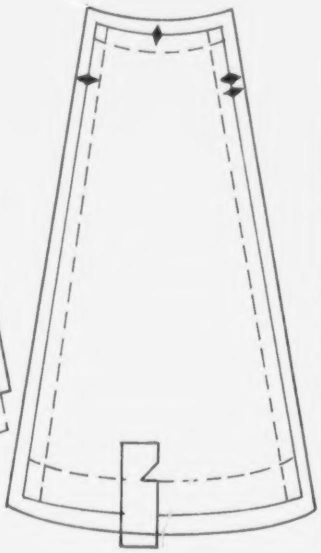


Shorten

FULL SKIRT



Lengthen



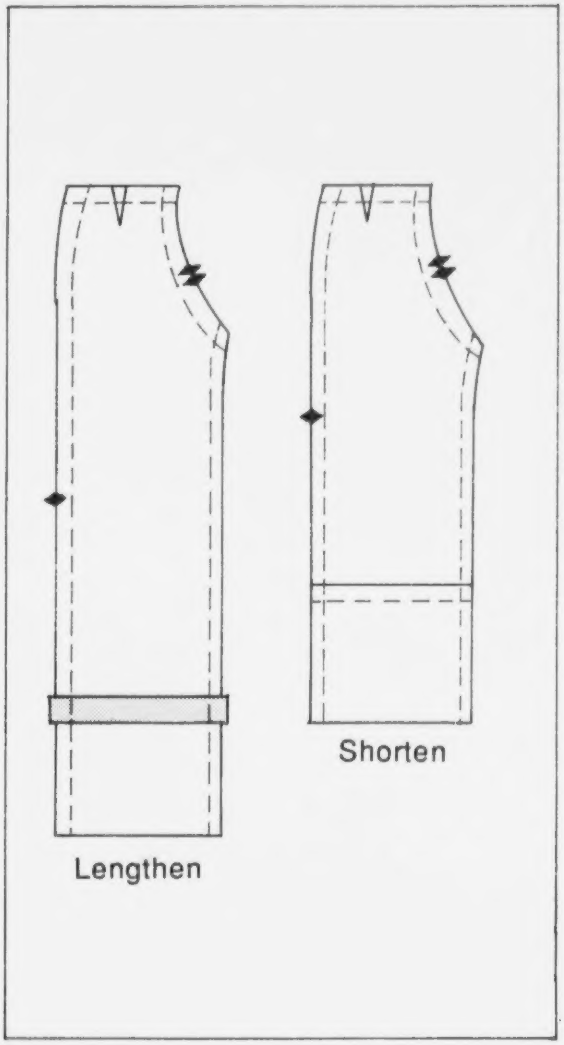
Shorten

BASIC

PATTERN ALTERATIONS

PANTS ALTERATIONS

PANTS LENGTH


Lengthen
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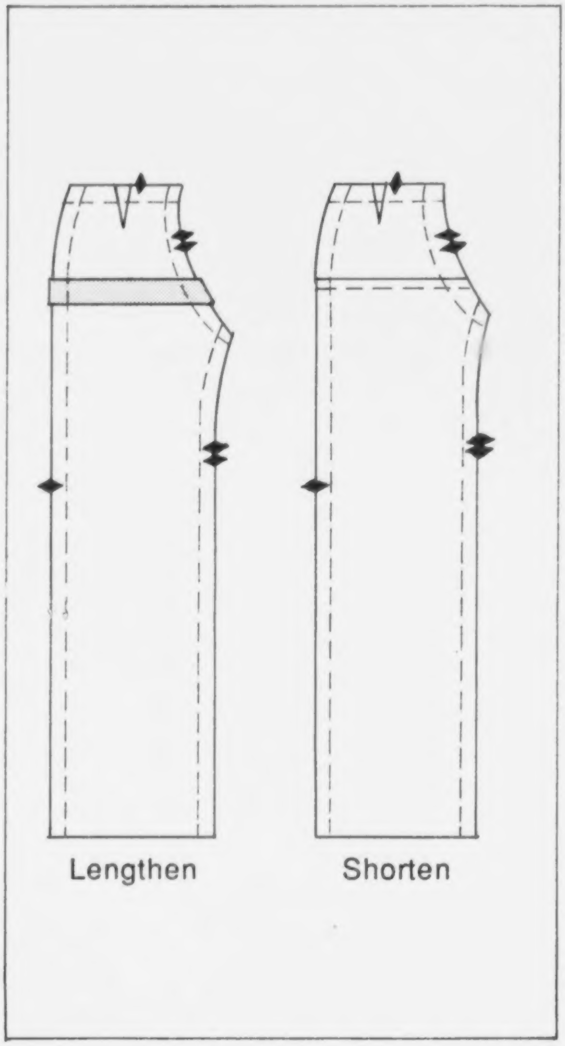
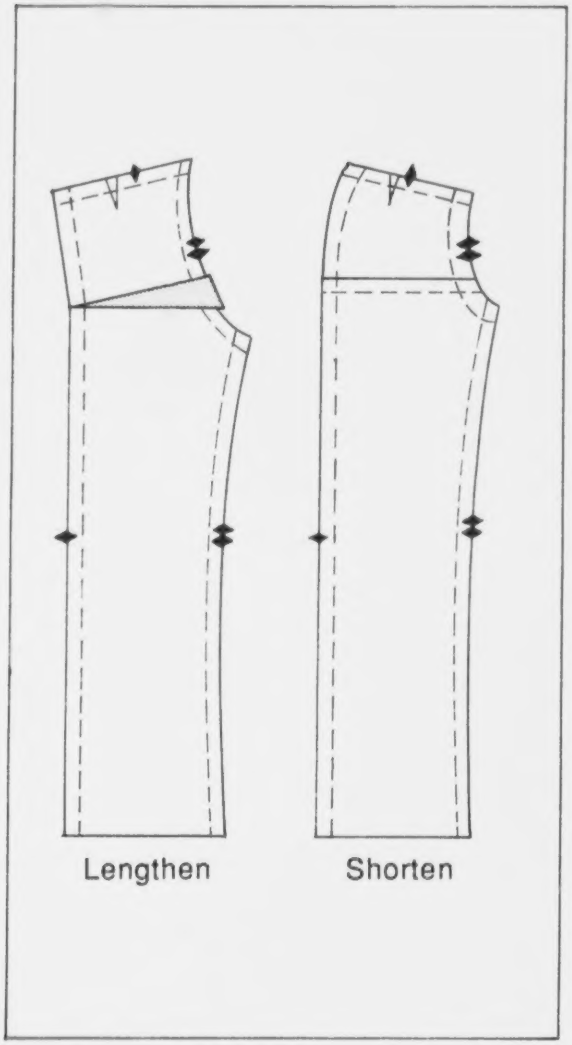
CROTCH DEPTH


Lengthen
Shorten

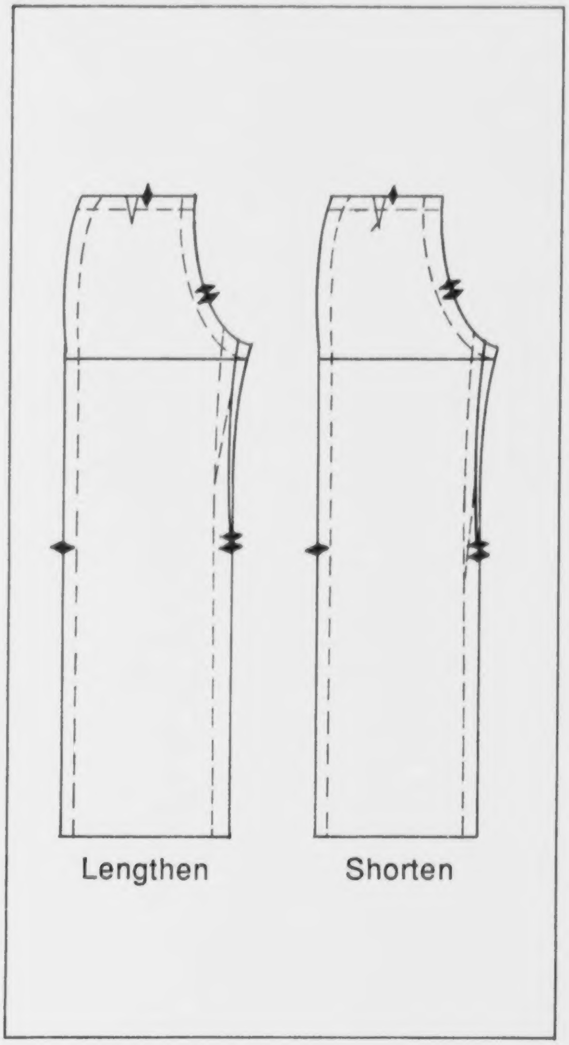
TA 27d

BASIC
PATTERN ALTERATIONS
CROTCH LENGTH

SEAM METHOD


Lengthen
Shorten

POINT METHOD


Lengthen
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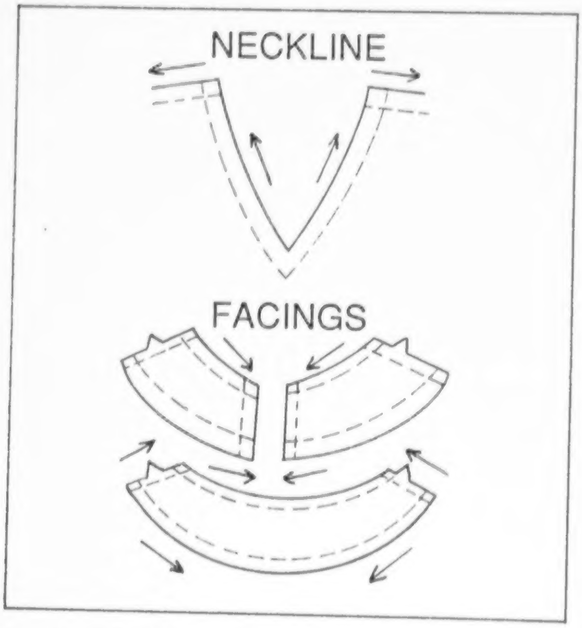
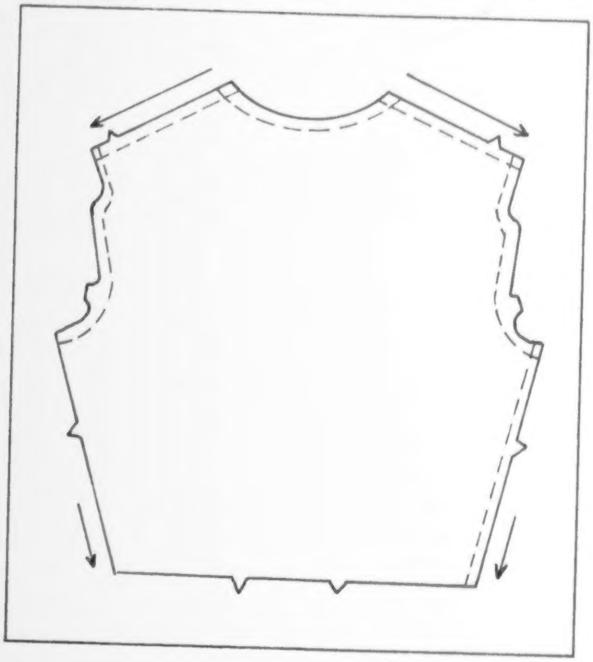
STAYSTITCHING

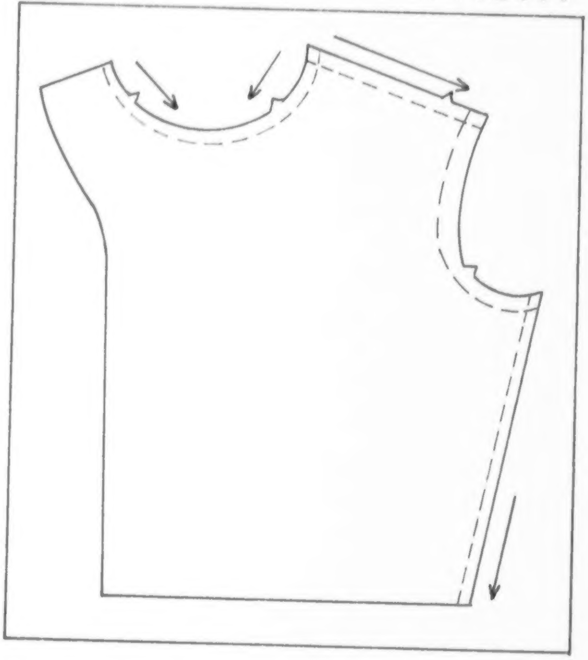
BODICE/SHIRT


NECKLINE
FACINGS

BACK



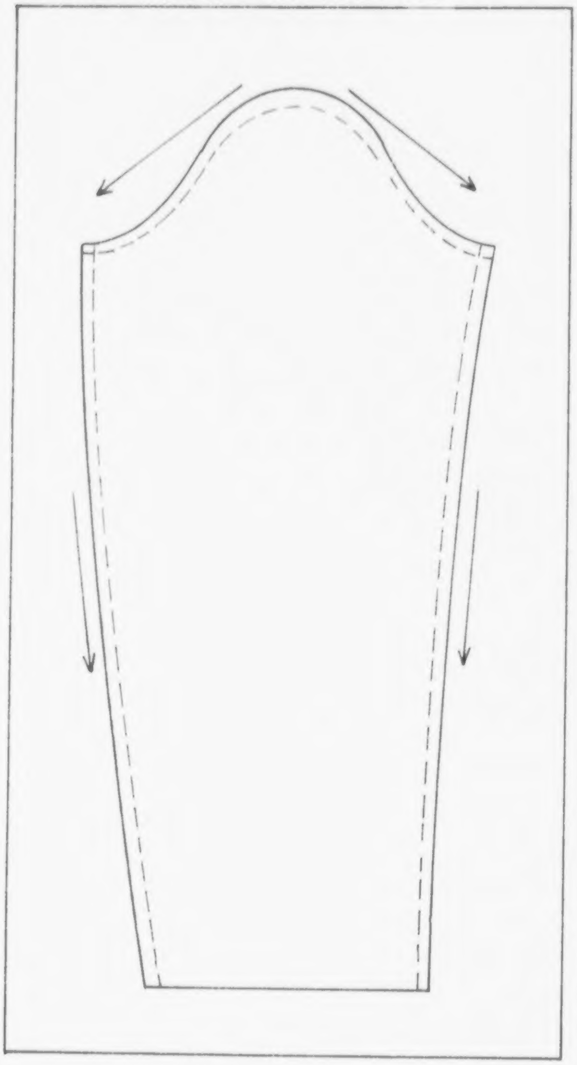
FRONT



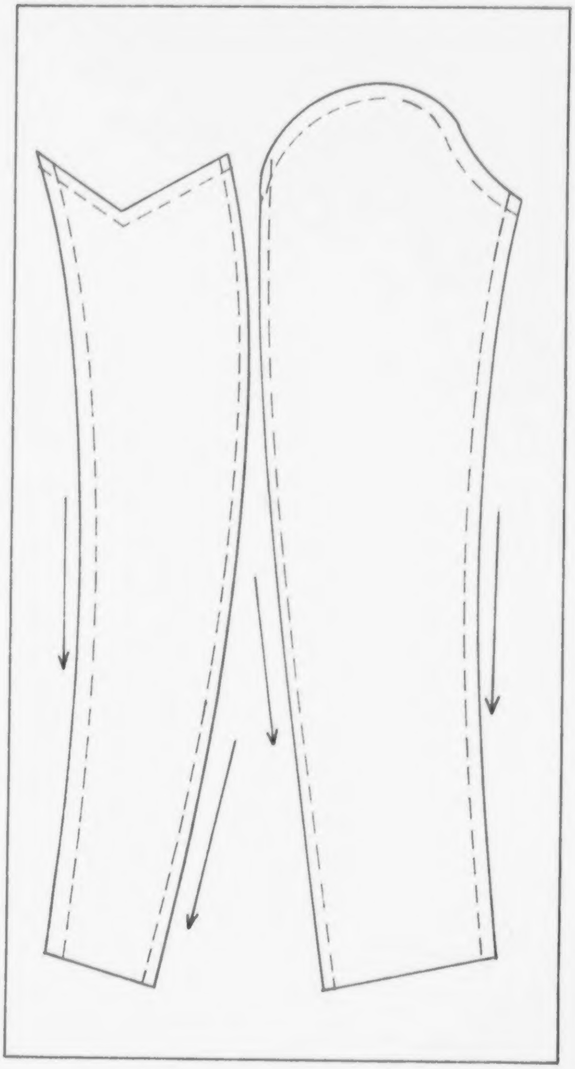
STAYSTITCHING

SLEEVES

ONE-PIECE SLEEVE



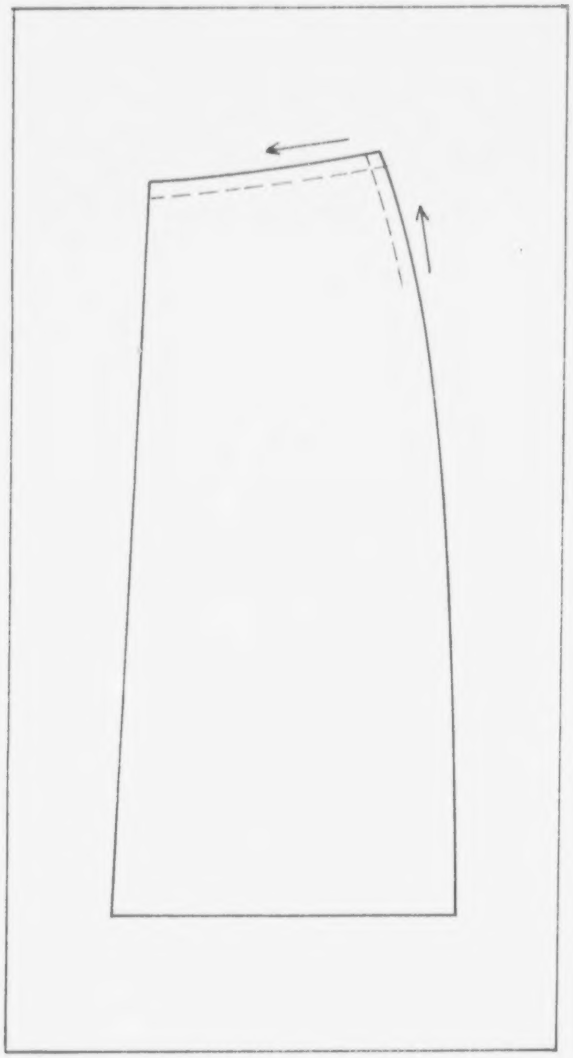
TWO-PIECE SLEEVE



STAYSTITCHING

SKIRT

FRONT



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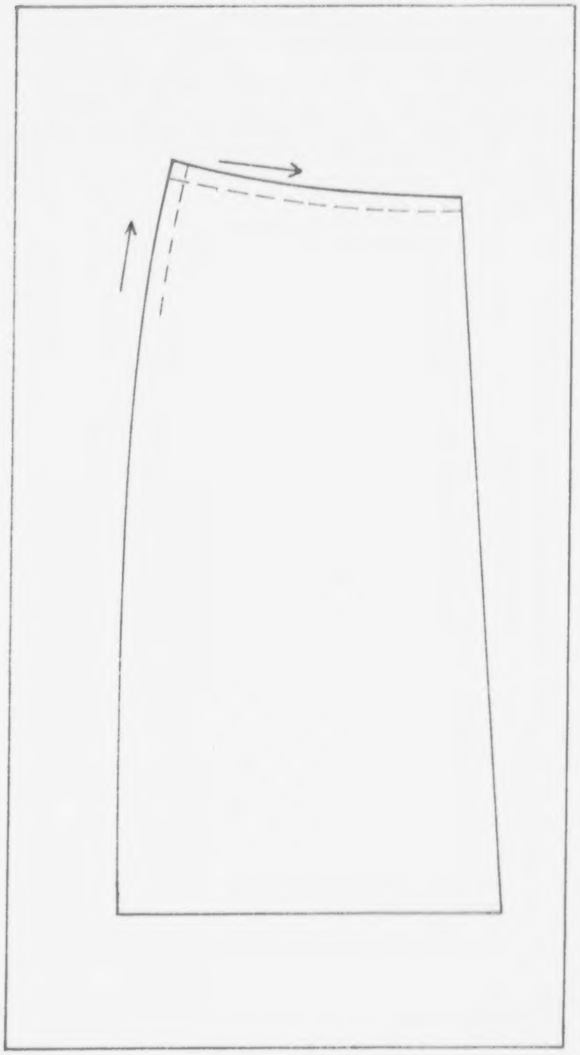
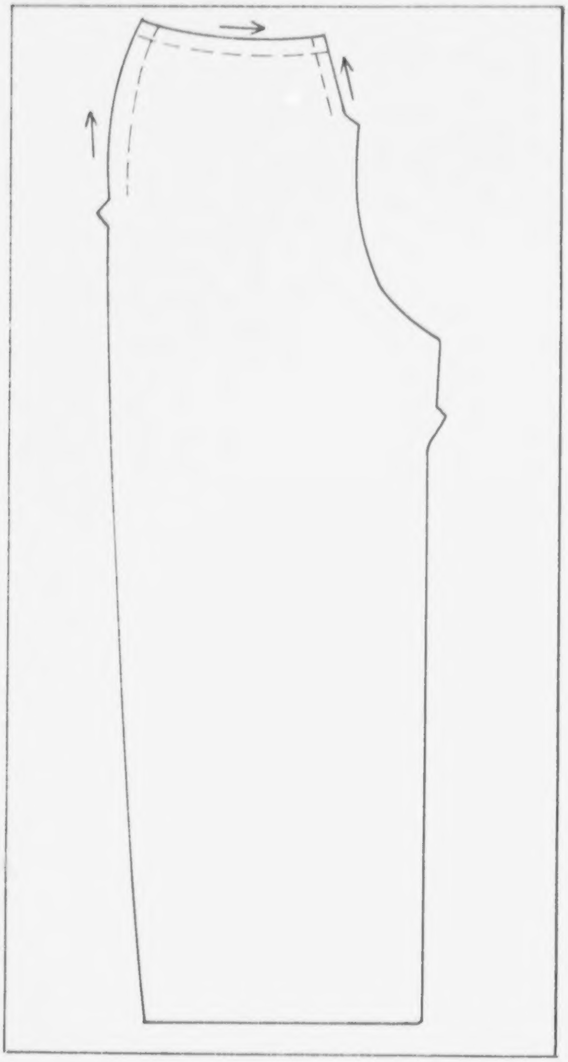


STAYSTITCHING

PANTS

FRONT



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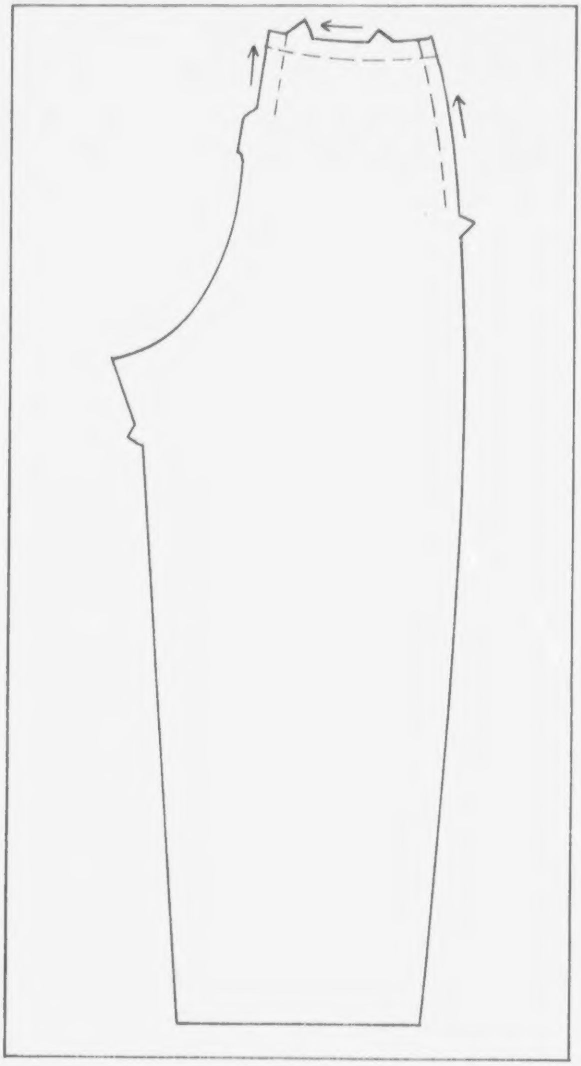
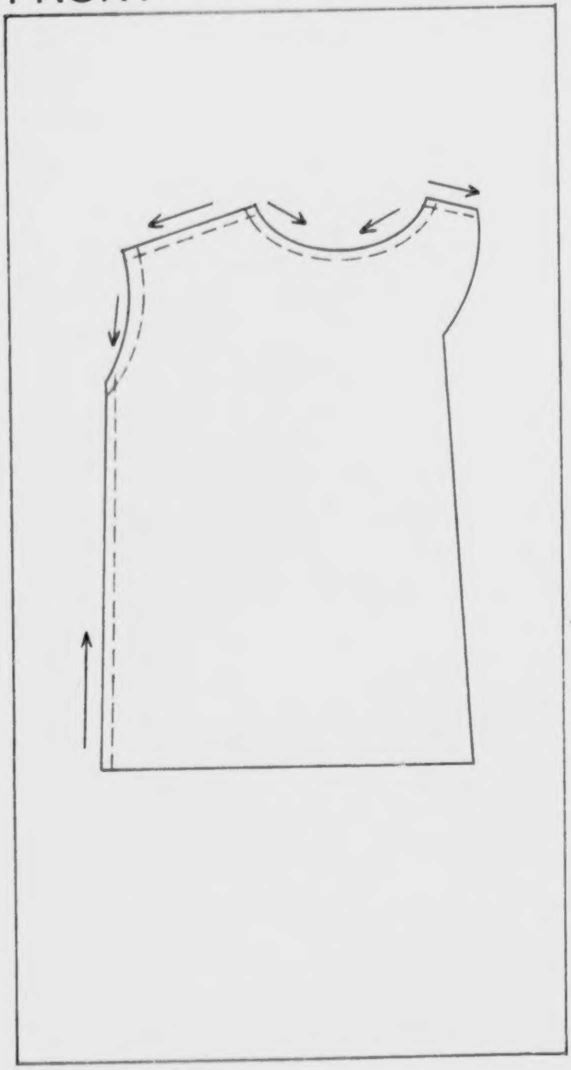


STAYSTITCHING

COAT/JACKET

FRONT



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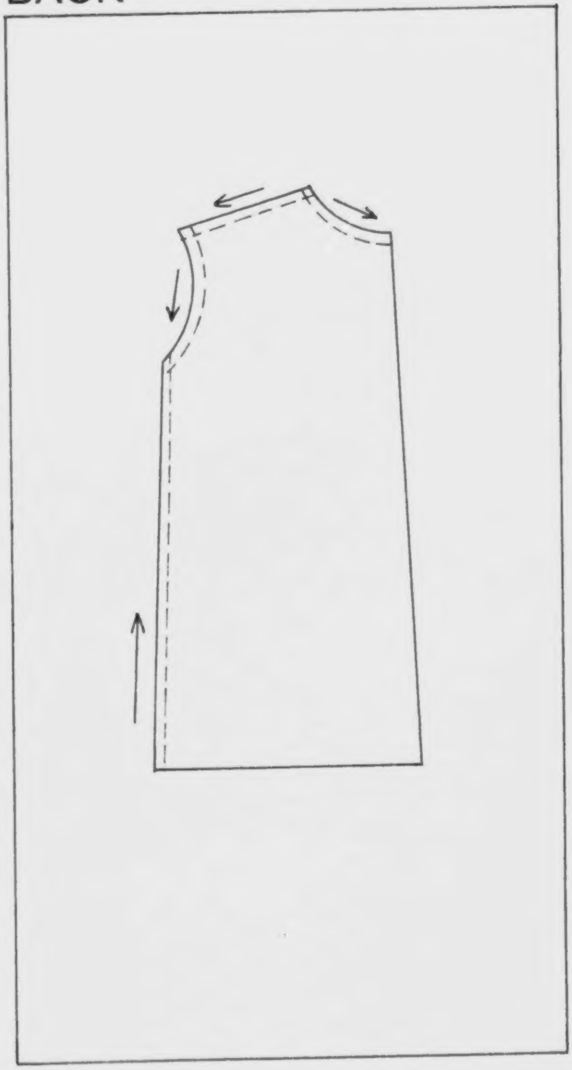
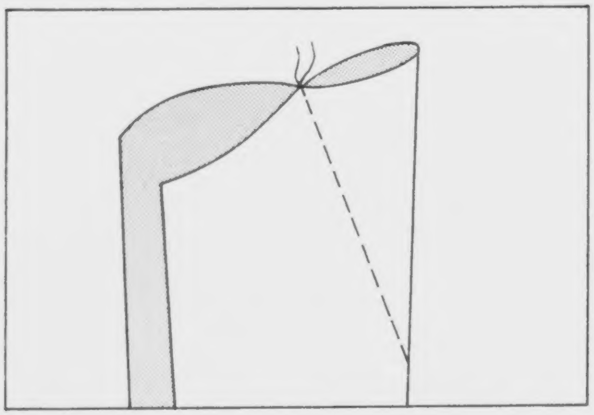
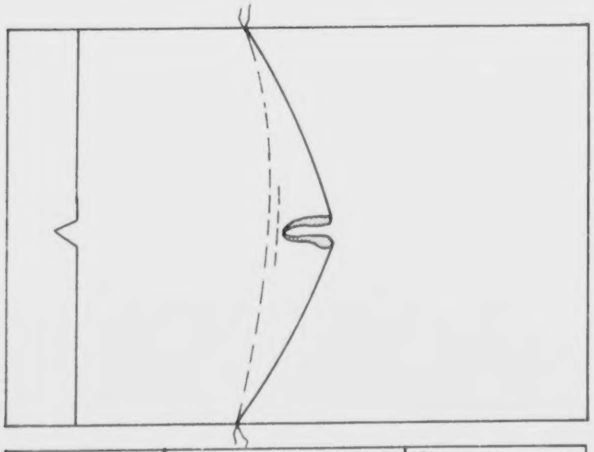


TYPES OF DARTS

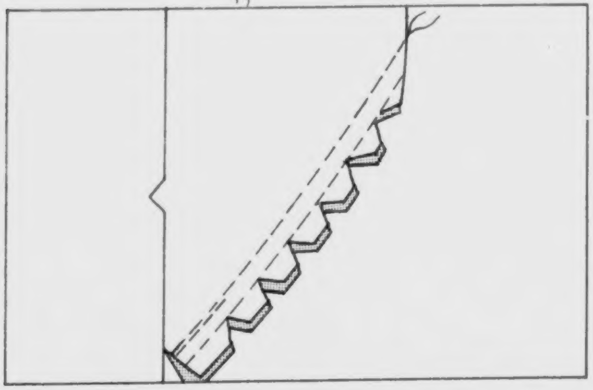
STANDARD DART



CONTOUR DART

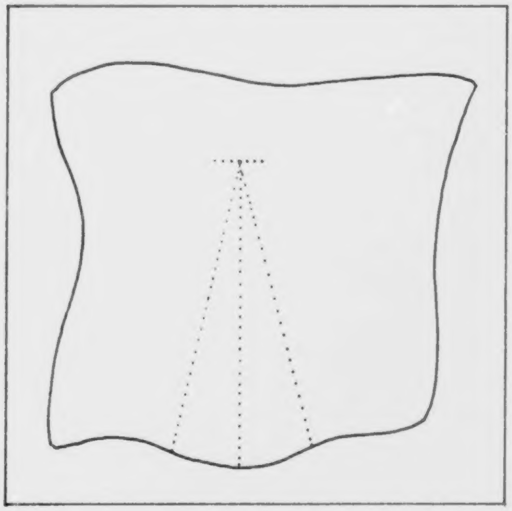


CURVED DART

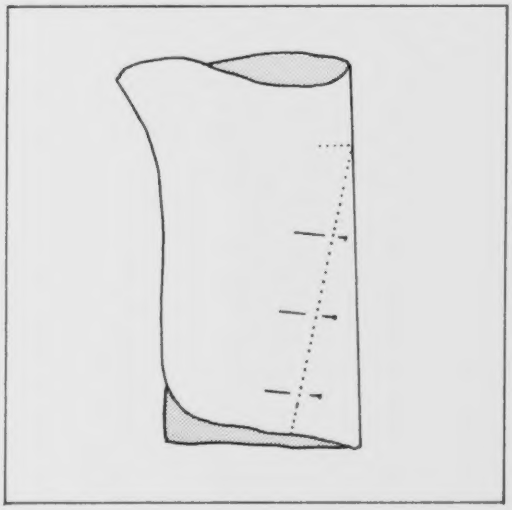


STANDARD DART

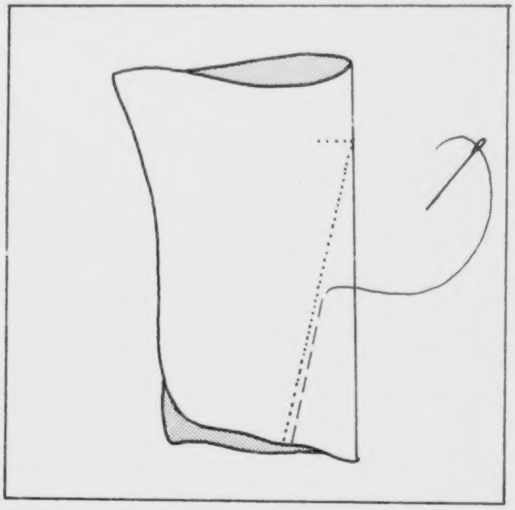
Mark



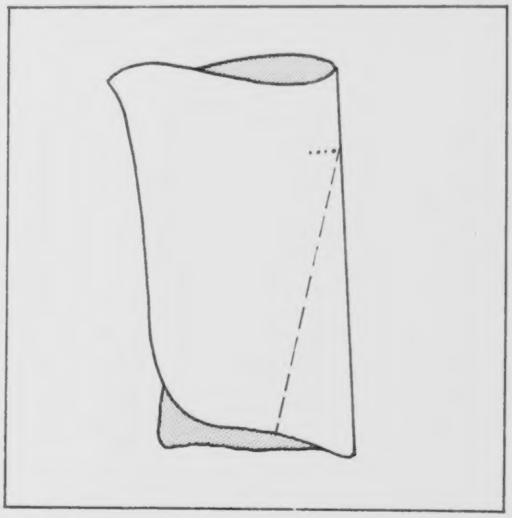
Fold and Pin



Baste



Stitch

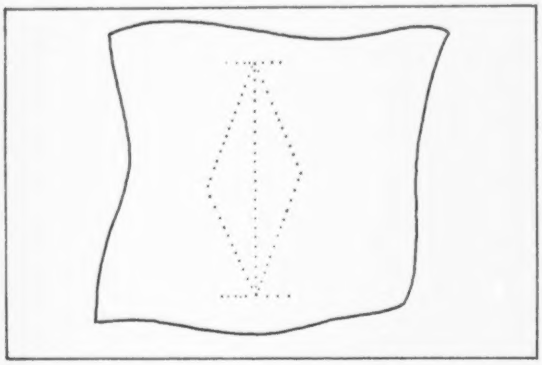


TA 31

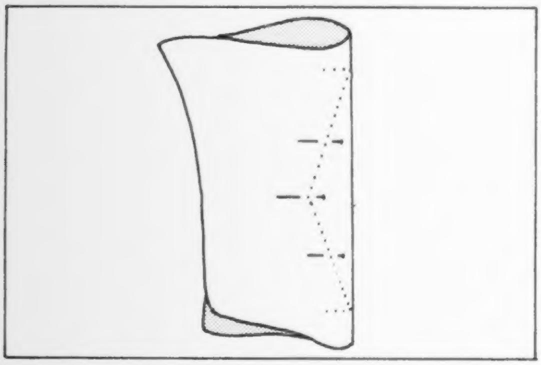
CONTOUR DART

(Double-pointed or Double Dart)

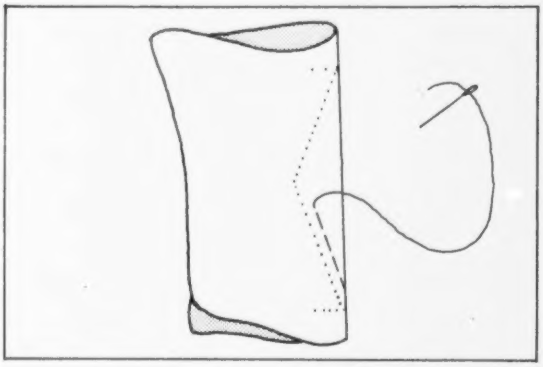
Mark



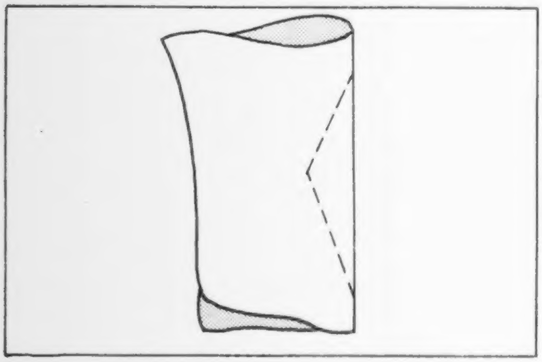
Fold and Pin



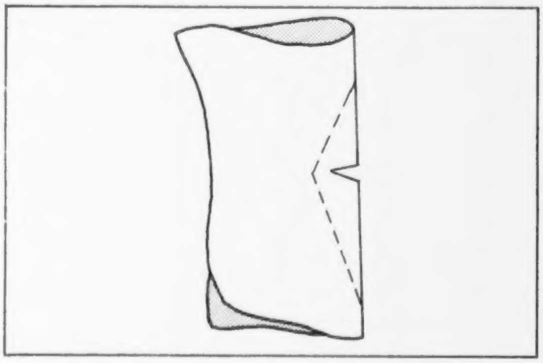
Baste



Stitch

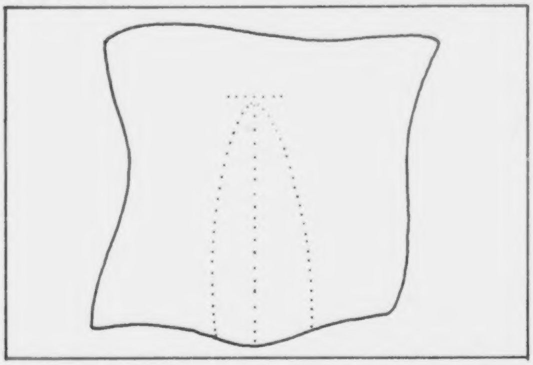


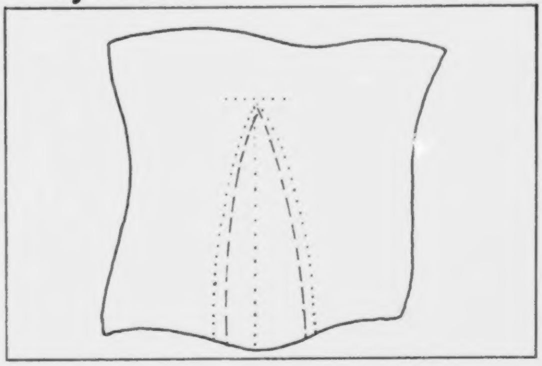
Clip

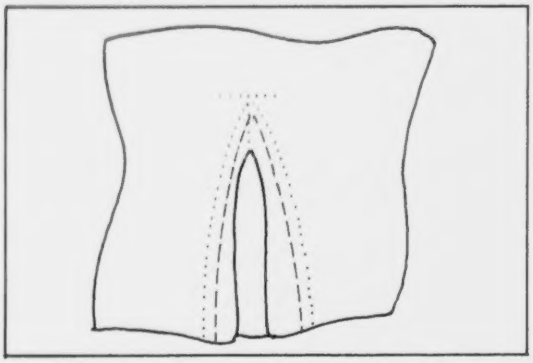


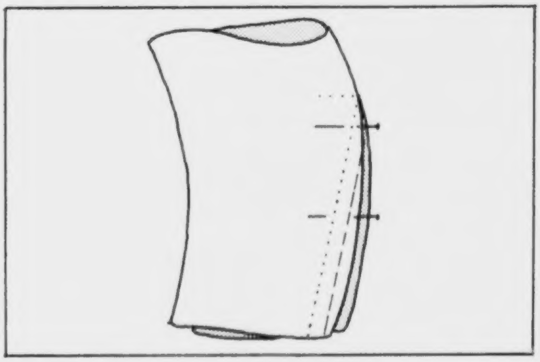
CURVED DART

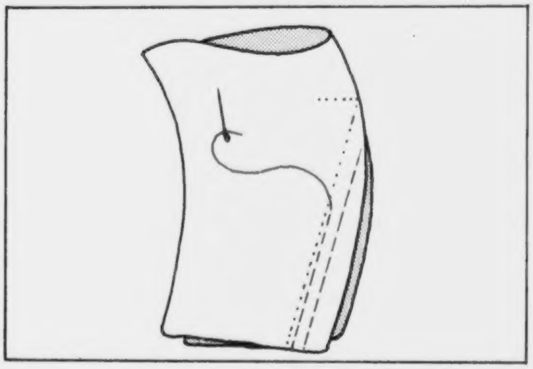
(French Dart)

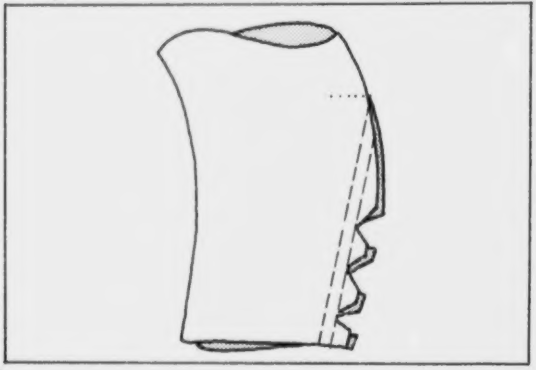

Mark


Staystitch


Slash (Depends on Pattern)

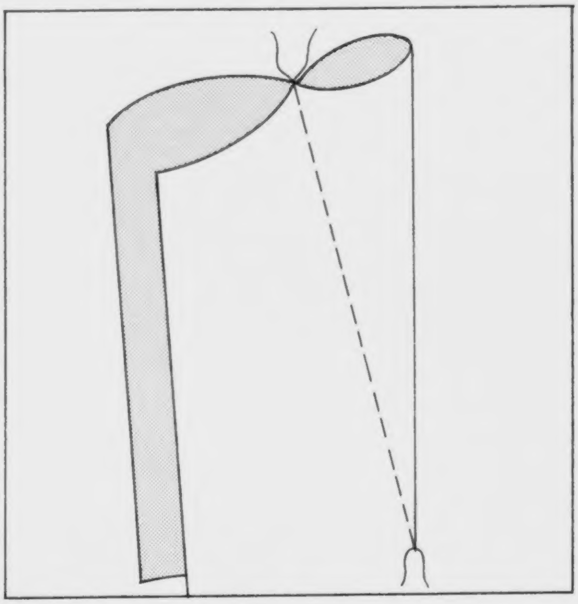

Fold and Pin


Baste and Stitch

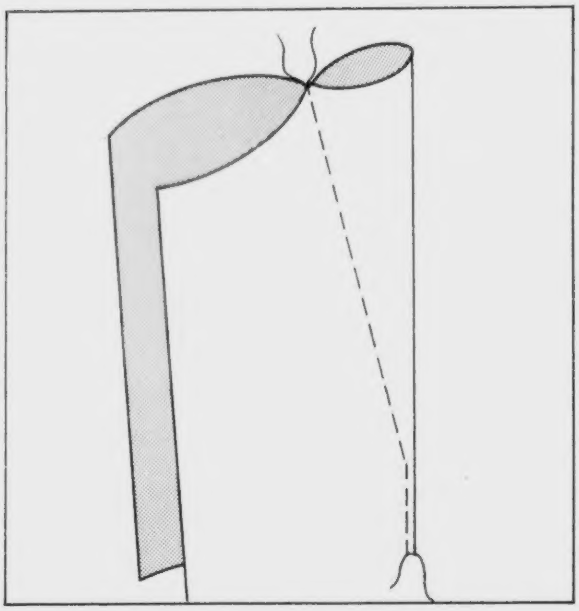

Clip

STITCHING A DART

Correct

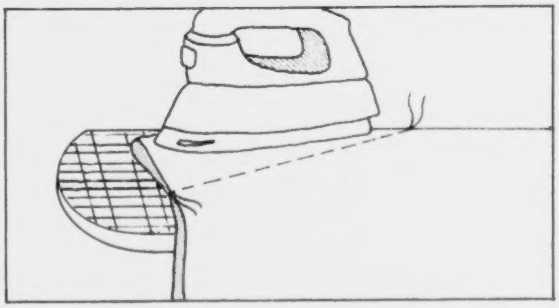


Incorrect

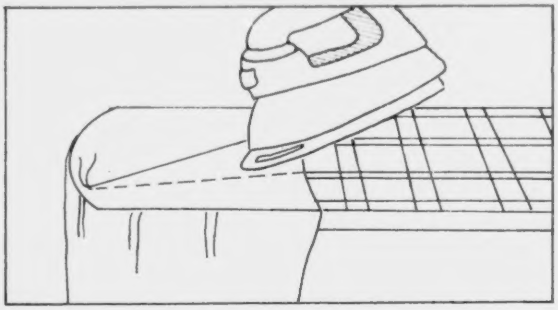


PRESSING DARTS

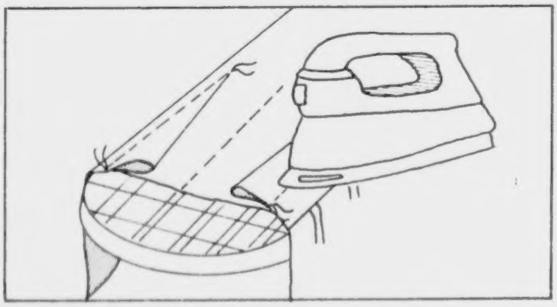
Press dart flat. Do not press beyond point of dart.



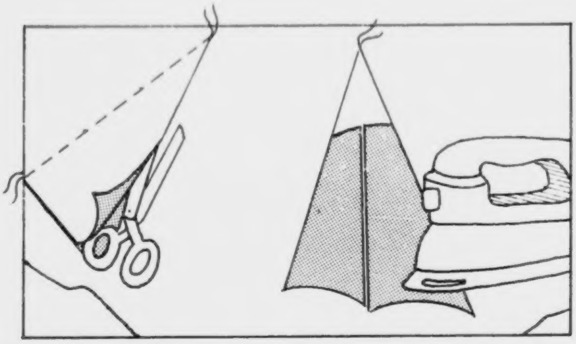
Place dart, wrong side up, over tailor's ham or end of ironing board to keep contour of fabric.



Press vertical darts toward center of garment. Press horizontal darts downward. Press diagonal darts downward.



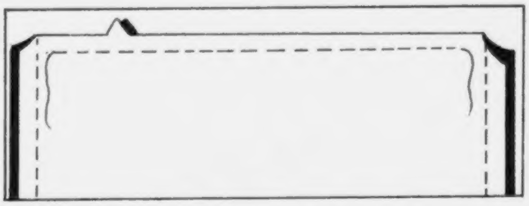
For darts in heavy fabric, cut dart open to within one inch of point. Press dart open.



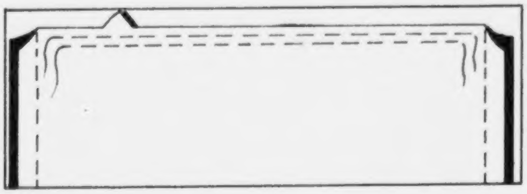
TA 35

GATHERING FABRIC

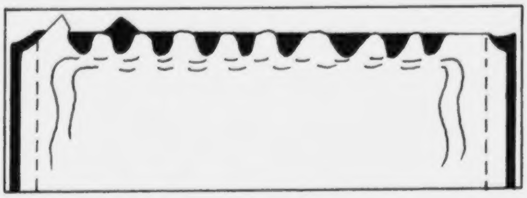
Stitch one row of thread above seamline.



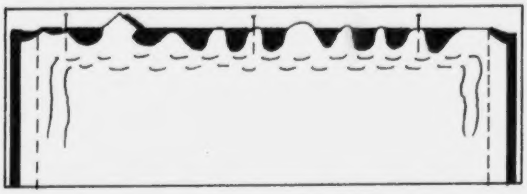
Stitch second row 1/4 inch above first row.



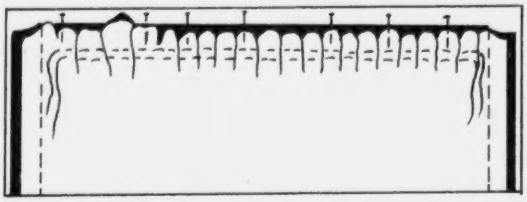
Pull bobbin thread to gather fabric.



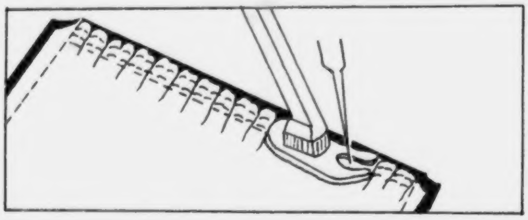
Pin gathered edge to corresponding straight edge, matching notches and seams.



Adjust gathers evenly and pin in place.

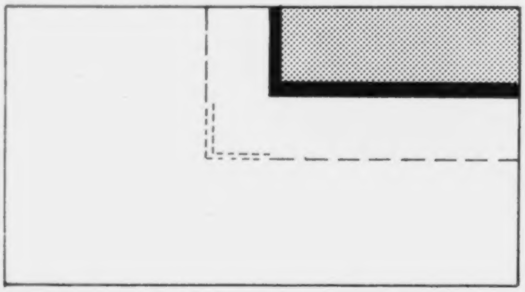


Machine stitch on seamline with gathered side up.

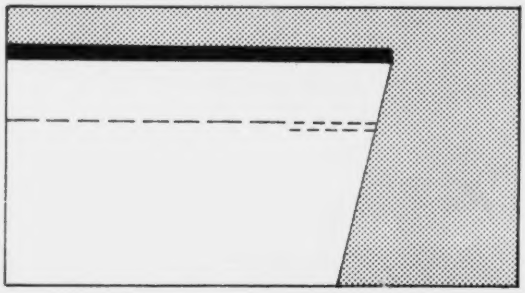


REINFORCEMENT

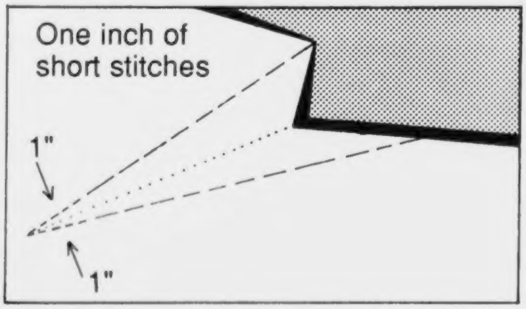
INSIDE CORNER

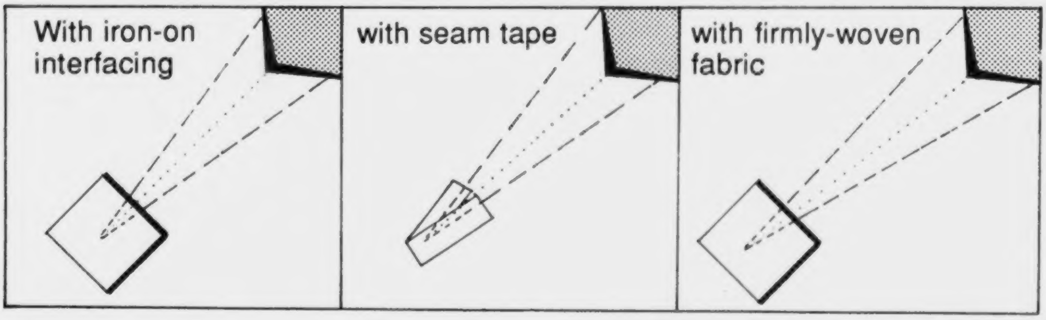


OUTSIDE CORNER



POINT OF SLASH


One inch of short stitches
1"
1"

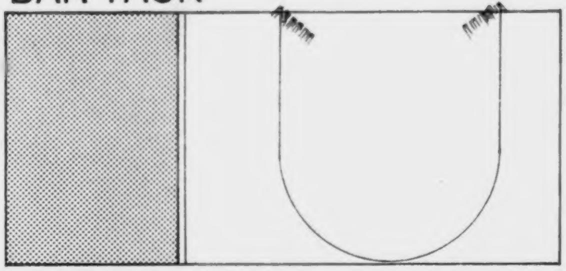

With iron-on interfacing
with seam tape
with firmly-woven fabric

REINFORCEMENT

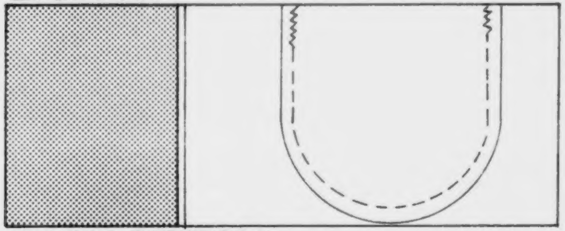
POCKETS

PATCH POCKETS

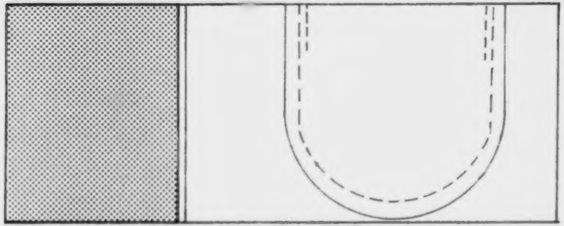
BAR TACK



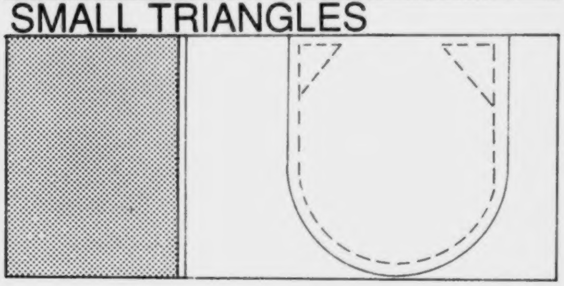
ZIGZAG



BACK STITCH

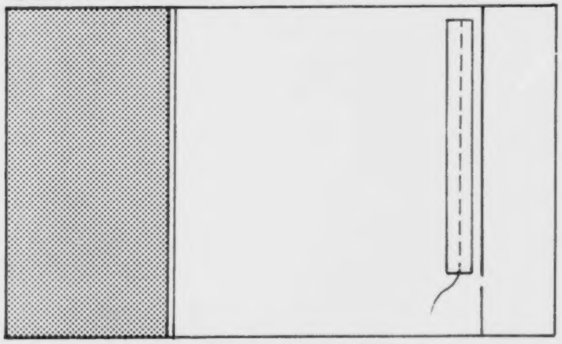


SMALL TRIANGLES

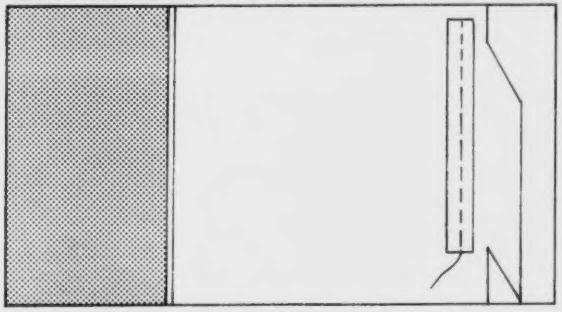


IN-SEAM POCKETS

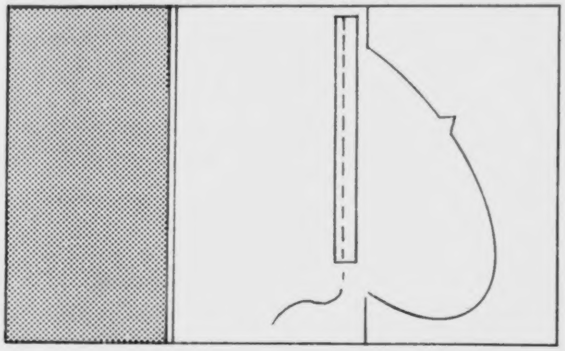
SEPARATE POCKET



EXTENSION POCKET



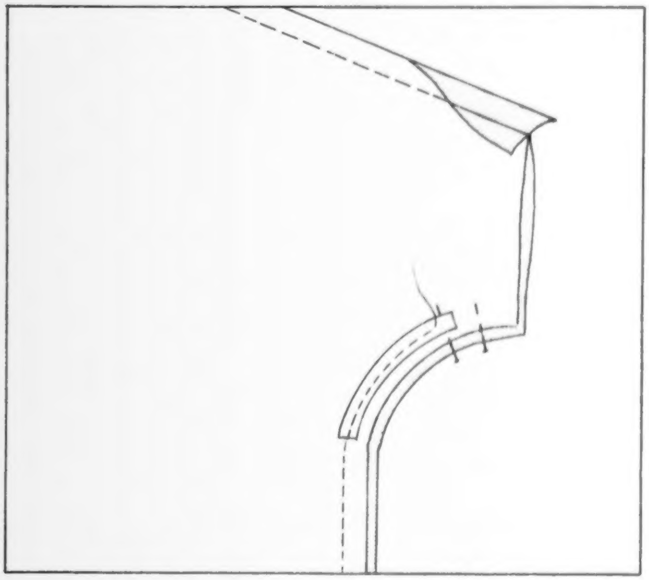
ALL-IN-ONE POCKET



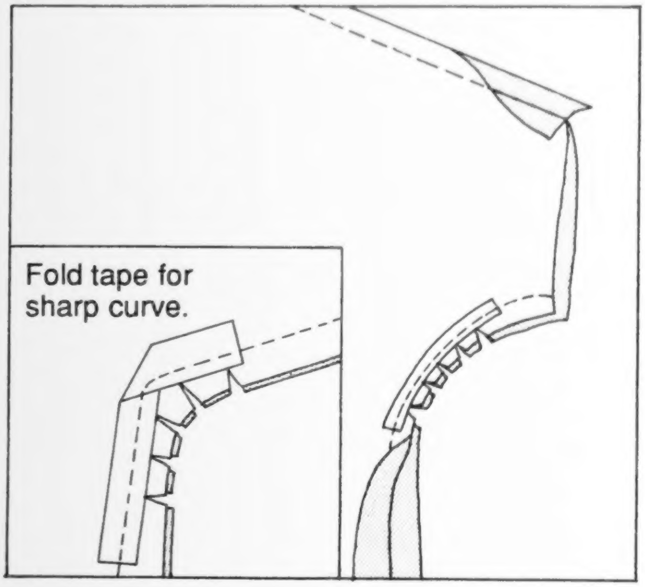
Reinforce before any in-seam pocket is sewn in.

REINFORCEMENT

UNDERARM SEAMS-METHOD A



1. Baste seam, catching seam tape.

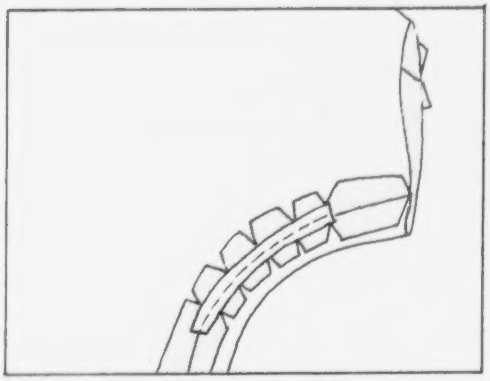

Fold tape for
sharp curve.

2. Stitch seam.
3. Press seam flat.
4. Clip seam allowance.
5. Press seam open.

REINFORCEMENT

UNDERARM SEAMS-METHOD B

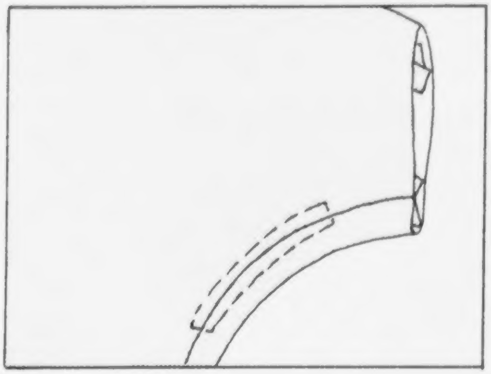
1. Clip seam allowance.
2. Press seam open.
3. Baste seam tape on seamline.

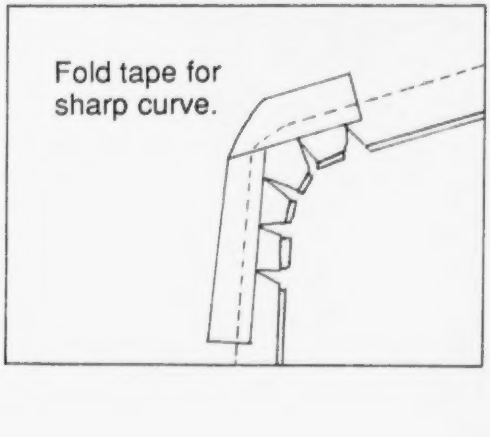


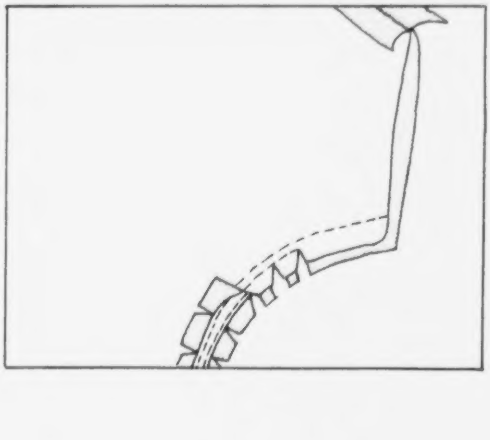
4a. Stitch 1/8" on each side of seamline on right side of fabric

or

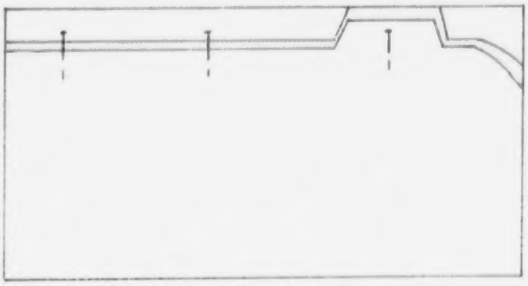
4b. Stitch only tape and seam allowance on wrong side of seamline.



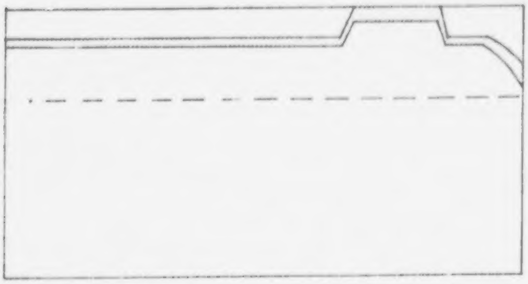




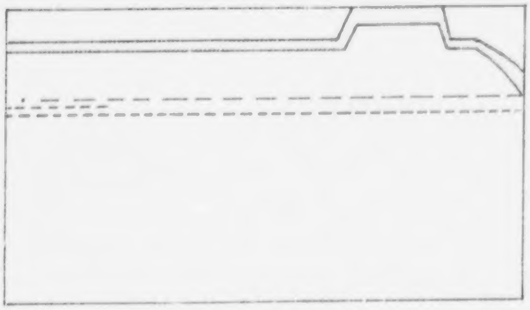
PLAIN SEAM



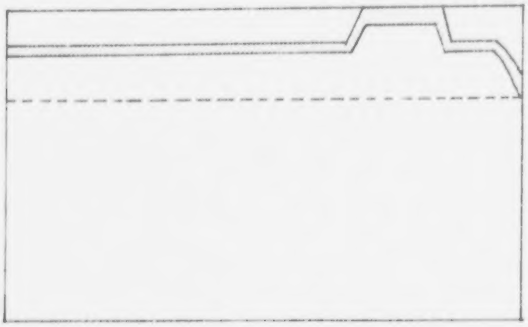
PIN BASTE



HAND BASTE



MACHINE STITCH

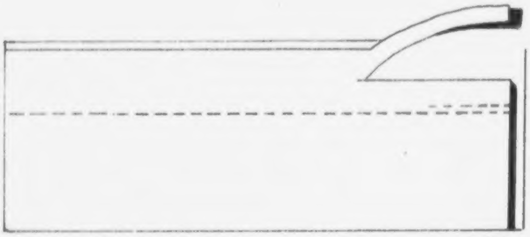


REMOVE BASTING

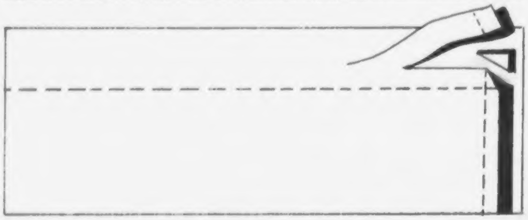
TECHNIQUES USED IN
SEAM CONSTRUCTION

TRIMMING

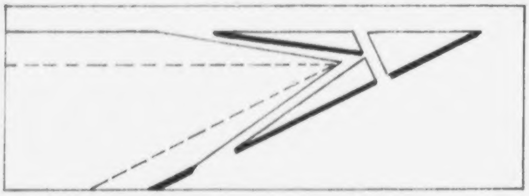
Trim seam allowances.



Cut diagonal corners
from ends of seam.

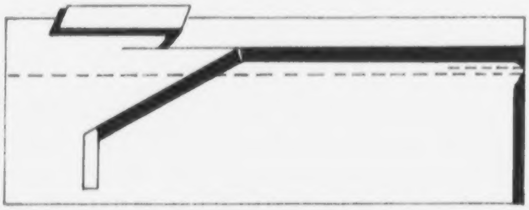


Trim
corners of enclosed seams.



GRADING

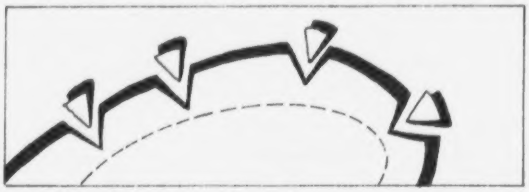
Trim layers to different widths.
This prevents ridges.



CLIPPING/NOTCHING

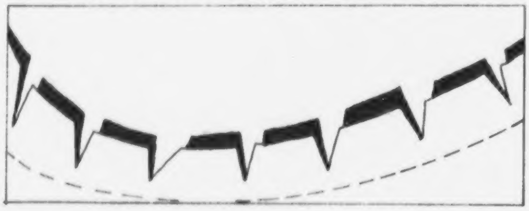
CONVEX CURVE

Cut small notches from seam allowance at even intervals.

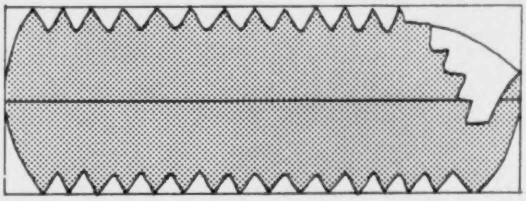


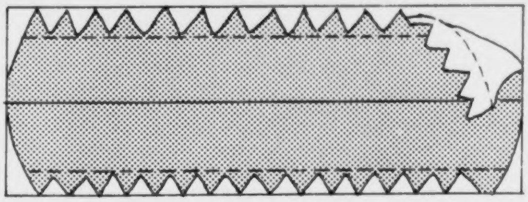
CONCAVE CURVE

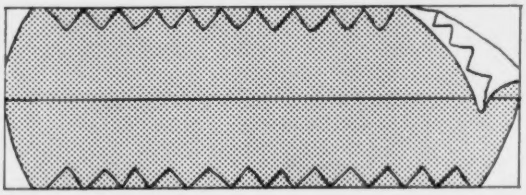
Clip into seam allowance at even intervals.

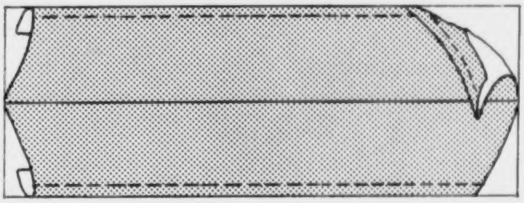


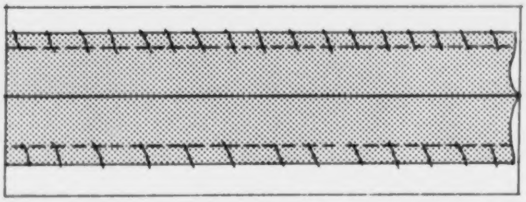
SEAM FINISHES

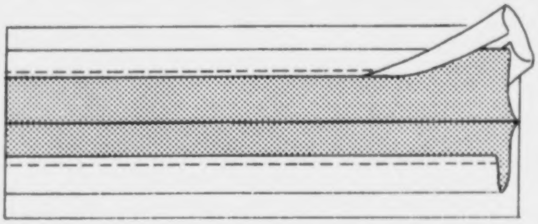

PINKED


STITCHED-AND-PINKED


ZIGZAGGED

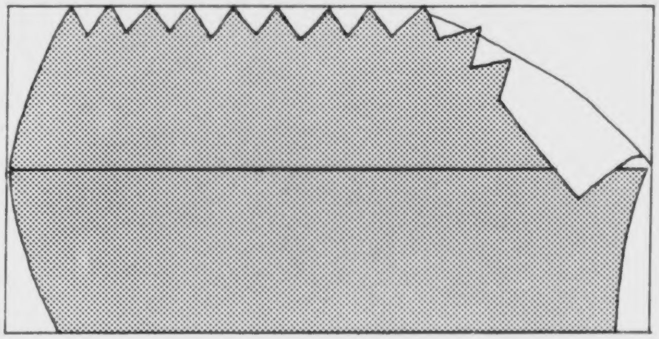

CLEAN-FINISHED


OVERCAST


BIAS-BOUND

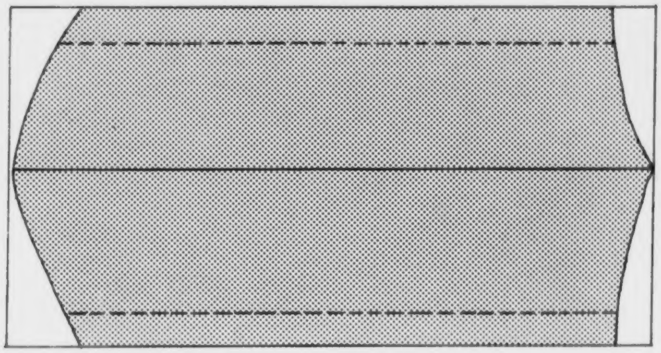
APPLYING
SEAM FINISHES

PINKED
Pink along edges of seam allowance.

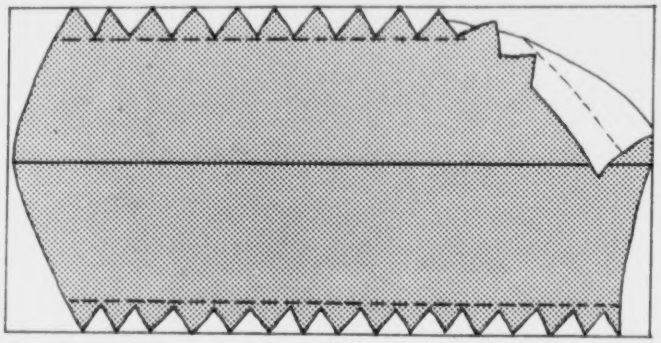


STITCHED-AND-PINKED

1. Stitch 1/4" from edges of seam allowance.

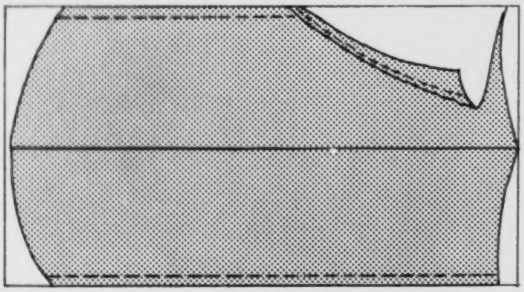


2. Pink edges of seam allowance.



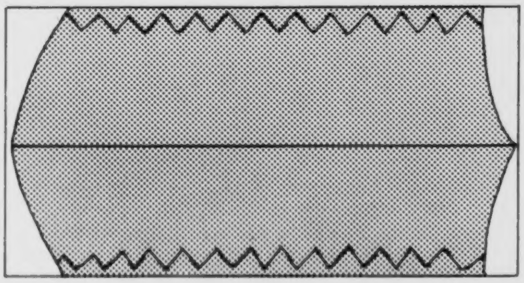
APPLYING
SEAM FINISHES

CLEAN-FINISHED
Turn raw edges under and stitch close to fold.

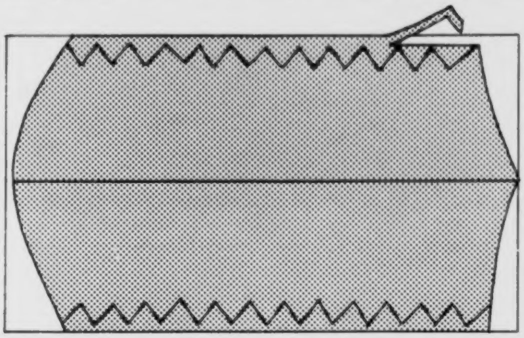


ZIGZAGGED

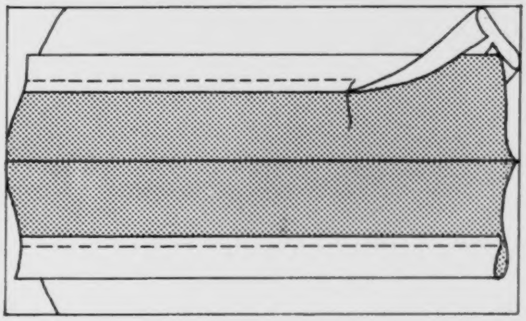
1. Use a zigzag stitch near edge of seam allowance.



2. Trim close to zigzag stitching.



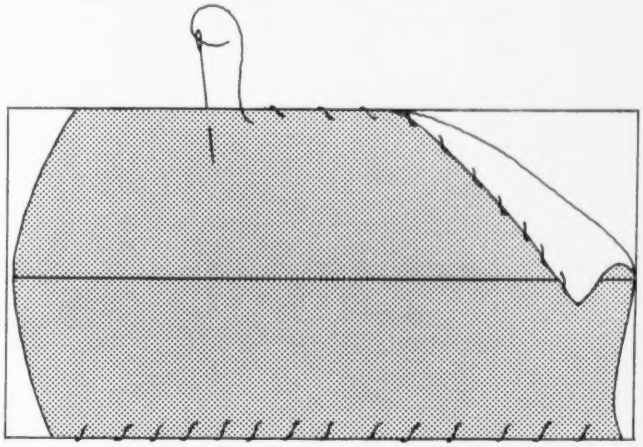
BIAS-BOUND
Encase raw edge of each seam allowance with bias tape. Stitch.



APPLYING
SEAM FINISHES

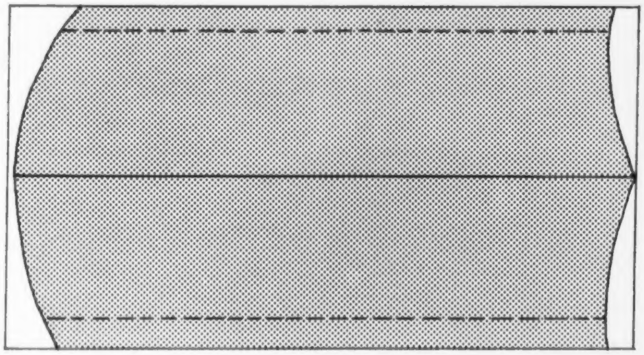
OVERCAST

HAND STITCHES

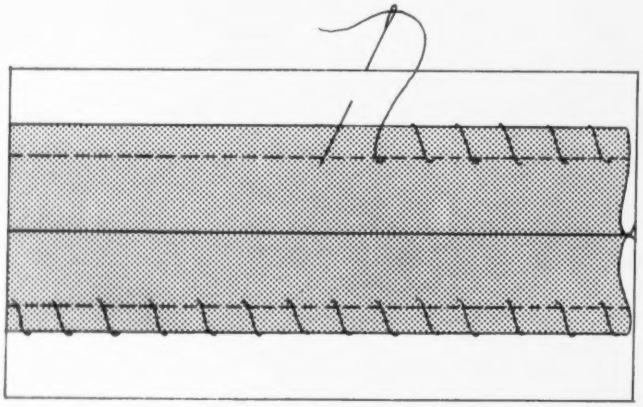


Hand overcast on raw edges by making slanted stitches 1/8" deep and 1/4" apart.

MACHINE AND HAND STITCHES

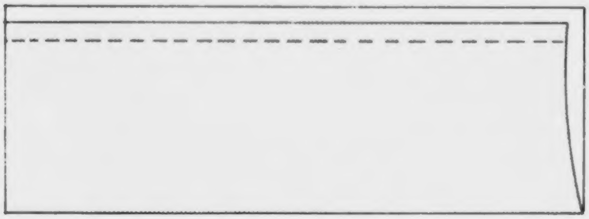


1. Machine stitch 1/8" from edge of seam allowance.

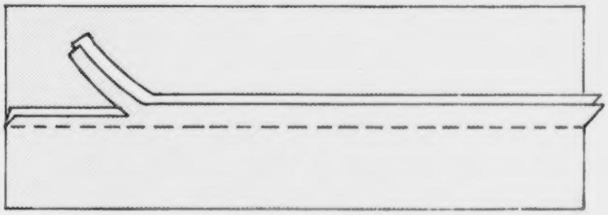


2. Hand overcast using machine stitching as guide for depth of stitch.

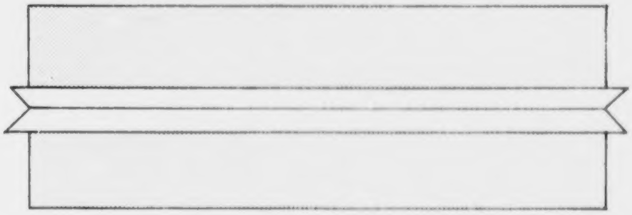
FRENCH SEAM



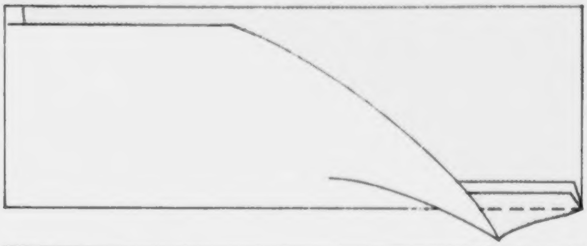
Stitch 3/8" from edge.



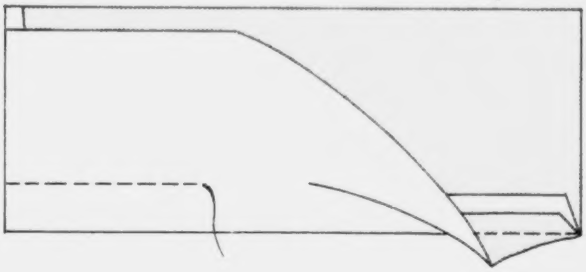
Trim seam allowances to 1/8".



Press seam open.



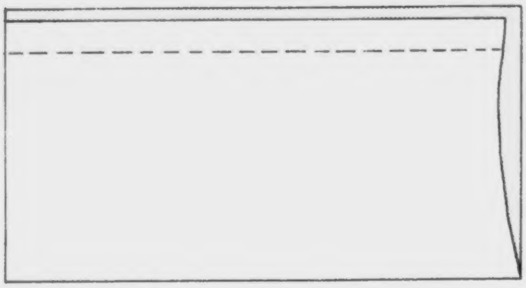
Fold right sides together.



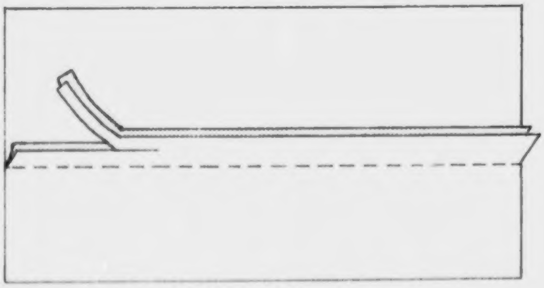
Stitch on seamline.

MOCK FRENCH SEAM

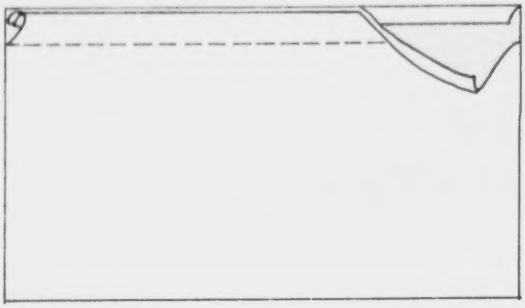
Stitch 5/8" from edge.



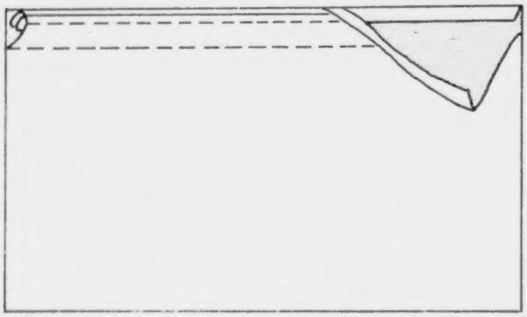
Trim seam allowances to 1/2".



Turn edges in 1/4" and press.

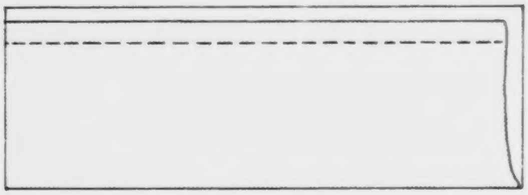


Stitch along folded edge.

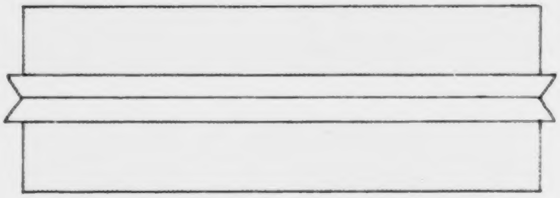


FLAT-FELLED SEAM

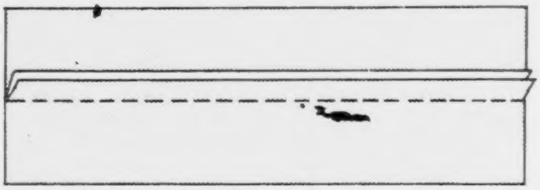
Stitch on seamlines (wrong sides together).



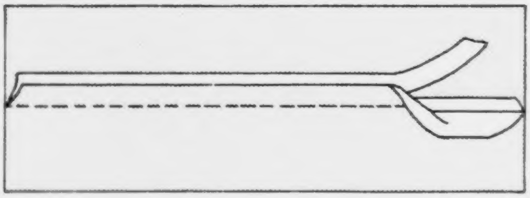
Press seam open.



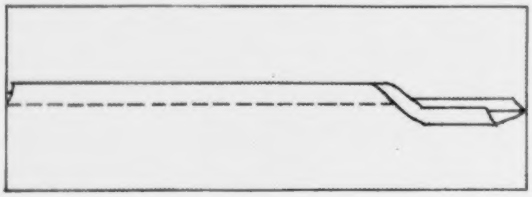
Press seam to one side.



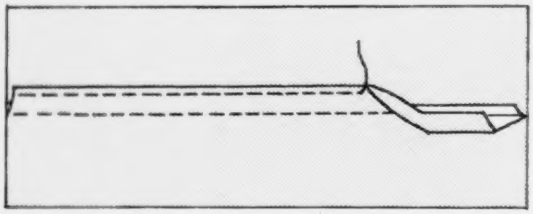
Trim
inner seam allowance to 1/8".



Press under
outer seam allowance to 1/4".

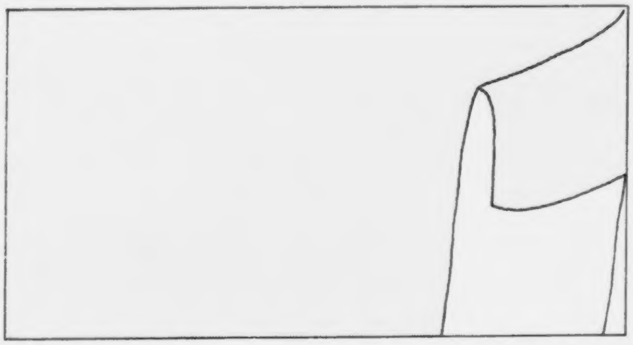


Stitch.

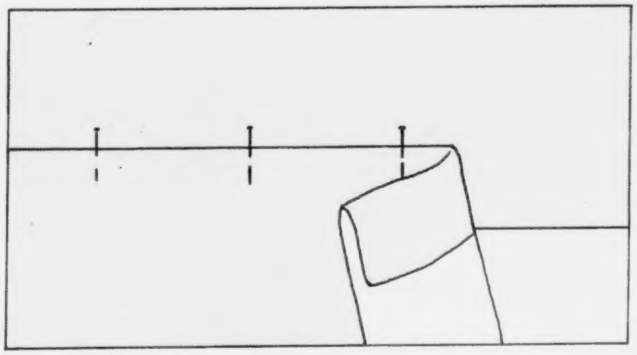


LAPPED SEAM

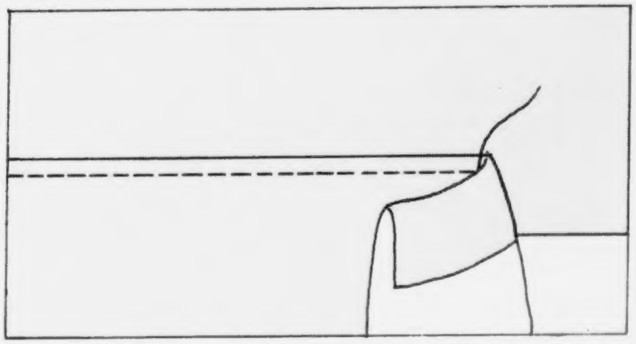
Turn under and press seam allowance on lap.



Position and pin to other piece.

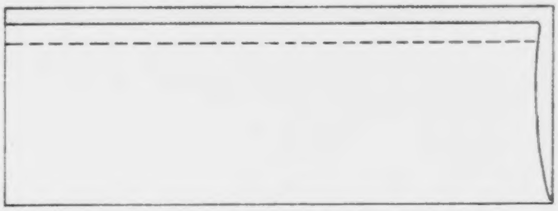


Stitch close to folded edge.

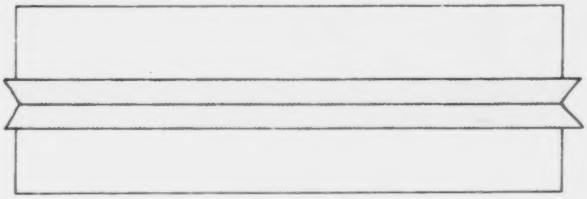


WELT SEAM

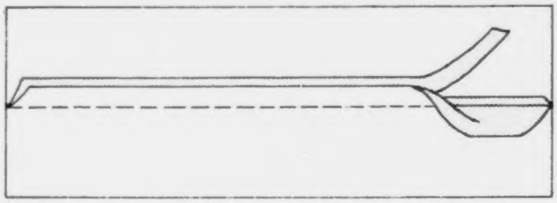
Stitch on seamline.



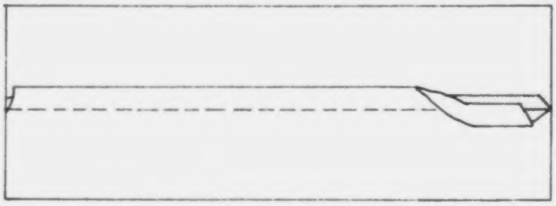
Press seam open.



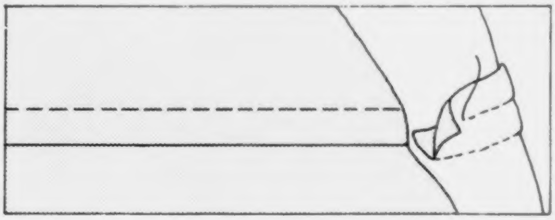
Trim one
seam allowance to 1/4".



Press wider seam allowance
over trimmed edge.



Stitch on right side of fabric.



Application of Facings

1. Stitch facing ends together when indicated on pattern.

2. Finish free edge of facing.

3. Match facing to corresponding outer garment piece, right sides together.

4. Stitch facing to outer garment piece.
   A. Keep seam width even.
   B. Shorten stitches to reinforce corners.

5. Treat seam allowance as needed.
   A. Trim points.
   B. Underpress facing seam.
   C. Trim and grade seams.
   D. Clip seam allowances.

6. Understitch facing to seam allowances.

7. Press faced edge.

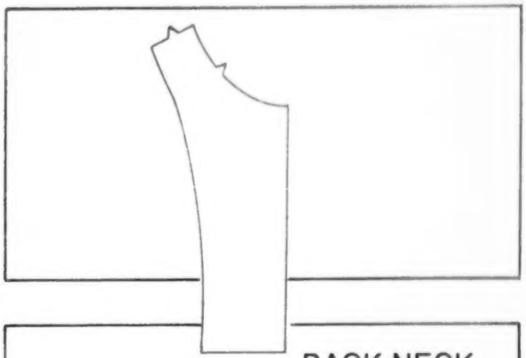
8. Tack on anchor facing.

FACINGS

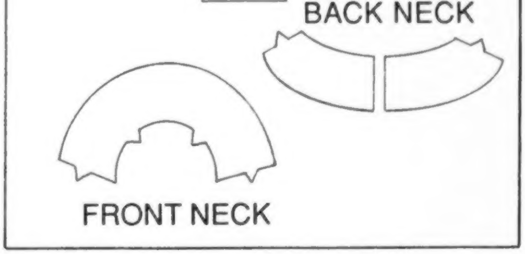
SHAPED OR FITTED

BODICE OR SHIRT FRONT

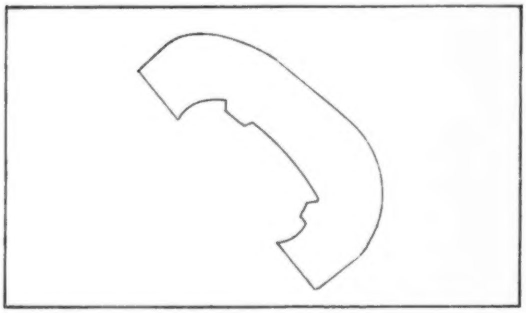
Facing is cut in sections and matched to garment edges.



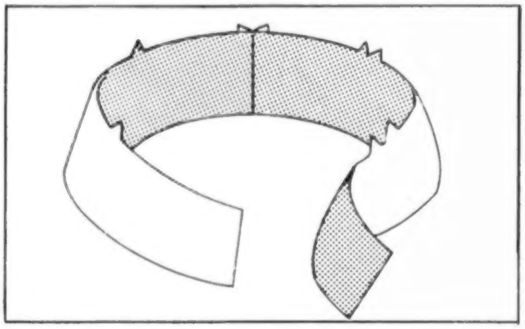
NECKLINE


BACK NECK
FRONT NECK

ARMHOLE



WAISTLINE

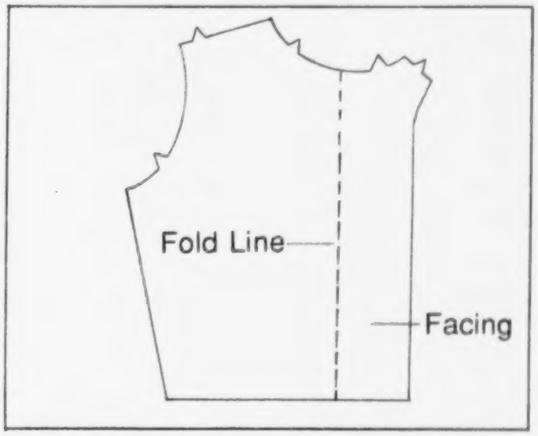


FACINGS

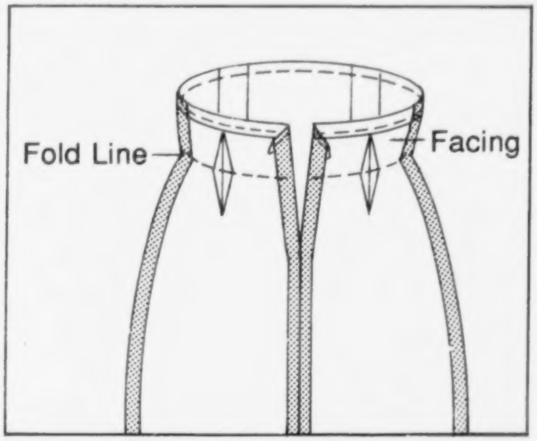
EXTENDED

BODICE OR SHIRT FRONT

Facing is cut as a part of garment, then folded back.

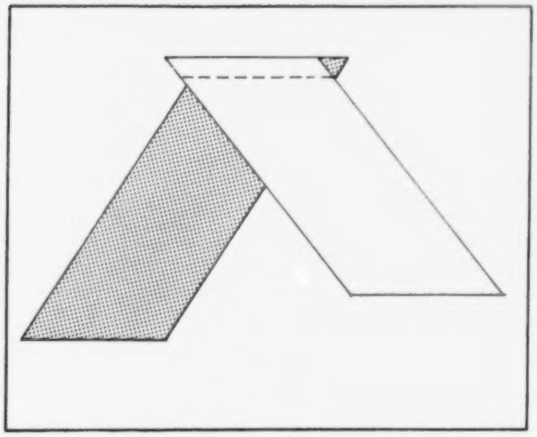

Fold Line
Facing

WAISTLINE


Fold Line
Facing

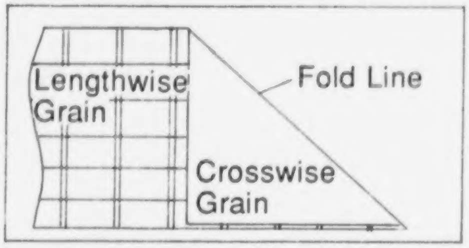
BIAS

Bias strips of the desired length are cut on the true bias of fabric.

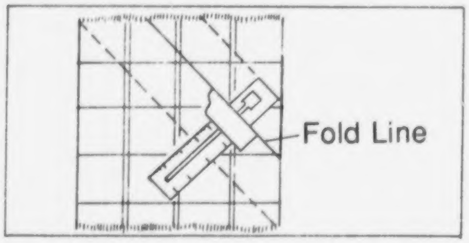


BIAS FACING

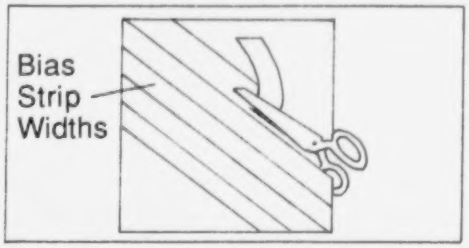
Fold fabric diagonally.


Lengthwise Grain
Fold Line
Crosswise Grain

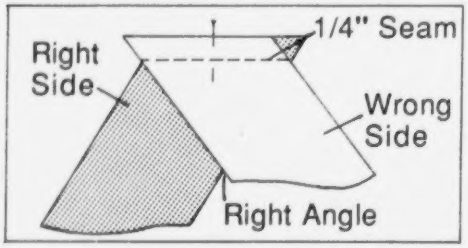
Mark width for bias strips.



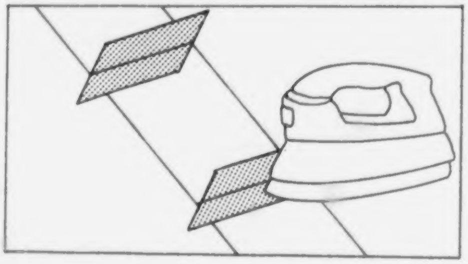
Cut bias strips.


Bias Strip Widths

For longer lengths,
stitch bias strips together.

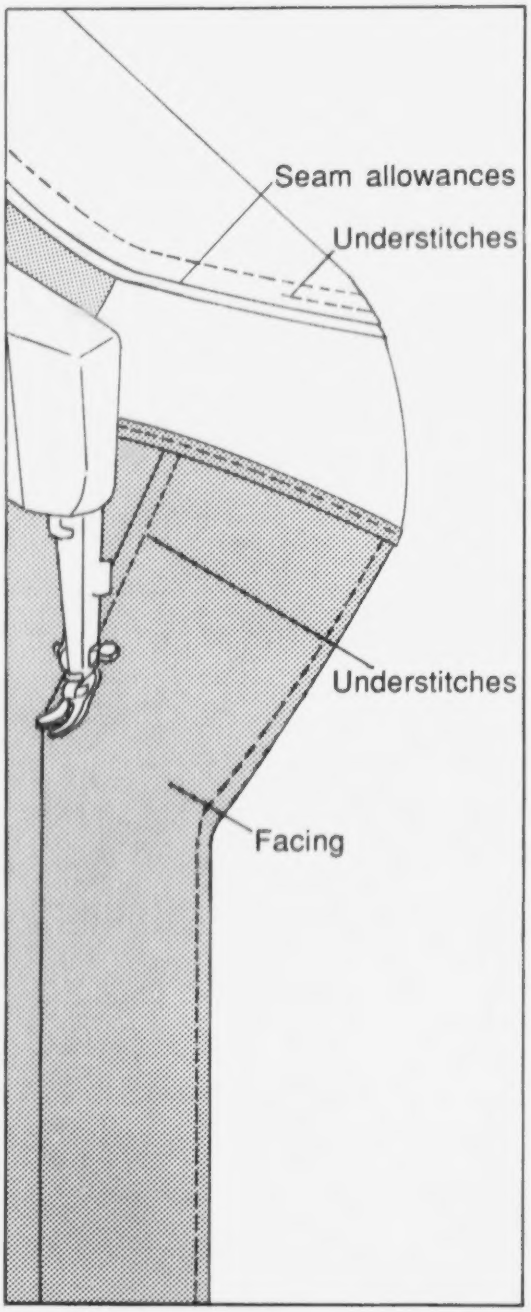

1/4" Seam
Right Side
Wrong Side
Right Angle

Press seams open.
Cut off points.



UNDERSTITCHING

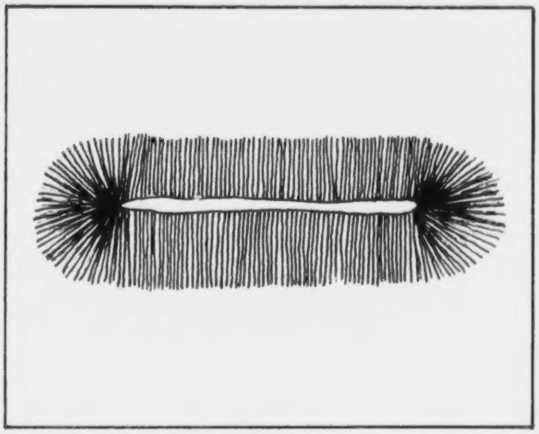
1. Grade both seam allowances.
2. Open out facing.
3. Press seam allowance toward facing.
4. Place garment on machine right side up.
5. Place facing and seam allowances away from outer garment fabric.
6. Check that seam allowances are smooth under facing.
7. Stitch close to seamline through facing and seam allowances.


Seam allowances
Understitches
Understitches
Facing

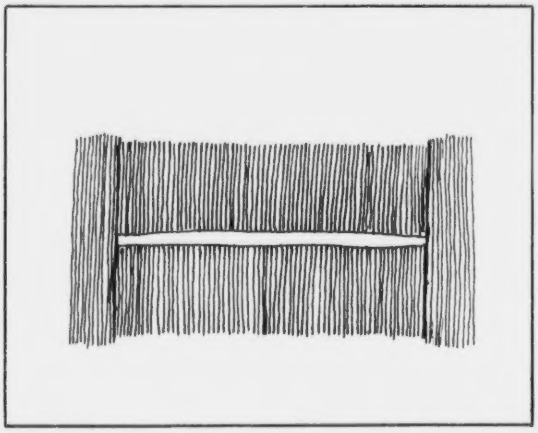
136

MACHINE-WORKED BUTTONHOLES

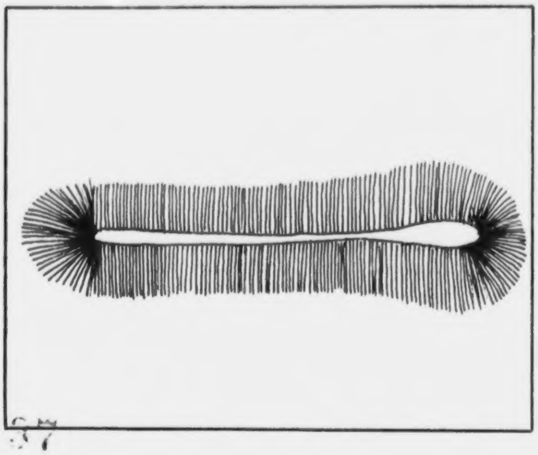
OVAL
Built-in stitches
Special attachment



RECTANGULAR
Manual-machine
Built-in stitches
Special attachment

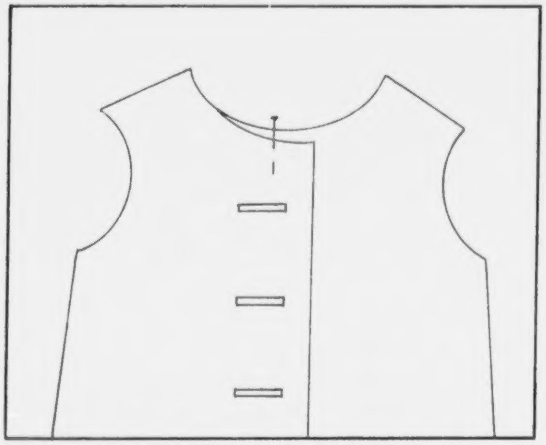


SPECIAL
ATTACHMENT

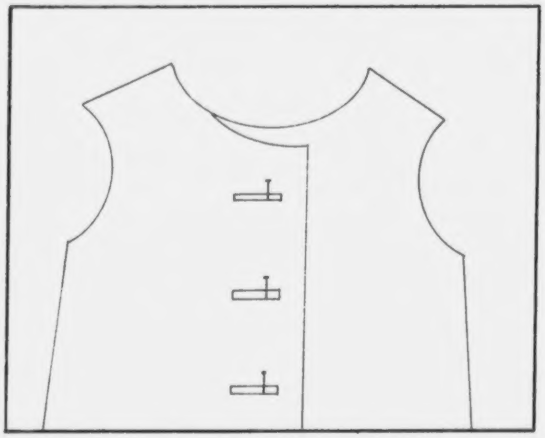


POSITIONING BUTTONS

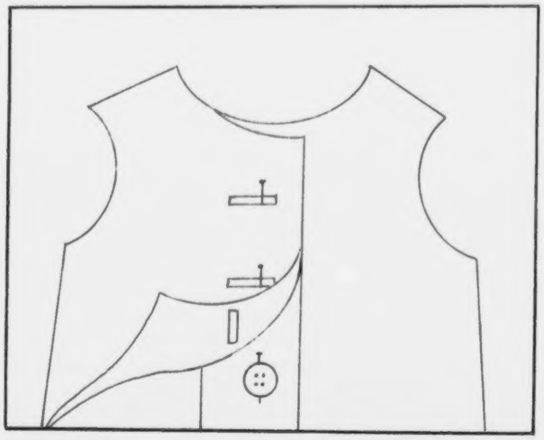
Lap closing edges matching center front lines.



Insert a pin 1/8" from end of each buttonhole.



Place center of button over pin.



TA 52

Construction Project Evaluation

Student ____________________ Garment ____________________

Date ____________________ Period ____________________

Directions: Place a check in the appropriate column.

	Poor	Fair	Good	Excellent
Overall attractive appearance				
Appropriate pattern and fabric				
Correctly cut				
Marked adequately without residue				
Neat and uniform stitching				
Smooth darts				
Appropriate seams				
Secure, neat, and appropriately spaced fasteners				
Smooth facings				
Neat neck				
Correctly completed armholes or sleeves				
Neat bands				
Uniform, secure, and inconspicuous hems				
Correct fit				
Effective pressing				

Student's comments: ____________________

____

____

Teacher's comments: ____________________

____

____

Alteration Opportunities

Directions: Read the situations described below and suggest appropriate alterations.

1. Jane bought a skirt on sale, but it is too long. What methods could she use to shorten the skirt?

2. Maria wants to wear one of her light weight winter blouses with her summer shorts, but the blouse has long sleeves. What methods could she use to make the blouse more appropriate for summer?

3. Lee is planning a camping trip, and he wants to convert several pairs of old jeans to shorts. What should he do?

4. Herman lost weight after a recent surgery, and his dress pants are now too big in the waist. What can he do to make them more comfortable?

5. Sue Chin's favorite skirt is feeling too tight in the waist. How can she alter it so it will be more comfortable?

Word Scramble

Directions: Unscramble the words defined below and discover a term related to the apparel industry.

1. IMPSTRO	Merchandise brought into this country
2 LOBALG	Type of economy that is worldwide
3. NIONSU	Organizations for workers
4. REGILATUONS	Government rules
5. HAGGTAN	Label telling price, size, and brand.
6. DISCTUON	Store selling items at reduced prices
7. ADVERTIESEMTN	Information designed to sell goods and/or services
8. ECARHG	To purchase with credit
9. REAILTRE	Business person who sells to the public
10. ERAC ALBEL	Label which gives instructions for cleaning

Answers:

1. Imports 2. Global 3. Unions 4. Regulations 5. Hangtag 6. Discount
7. Advertisement 8. Charge 9. Retailer 10. Care Label

TA 55

Profit or Loss

Directions: Listed below are the costs and selling price of shirts. Figure the profit or loss by determining the total cost of the shirts produced as well as the income produced by selling the shirts.

Number of shirts produced each week	50,000
Price per shirt	$10.00
Cost of producing the shirts:	
Rent of building (per week)	3,000.00
Utilities (per week)	1,700.00
Fabric and other materials	54,000.00
Labor	120,000.00
Advertising	2,000.00
Packaging	8,000.00
Distribution	80,000.00
TOTAL COST	$ ________

________ (Total cost)	divided by	50,000 (Shirts per week)	=	________ (Cost per Shirt)
$10.00 (Price per shirt)	minus	________ (Cost per shirt)	=	________ (Profit)

Careers in the Textile and Apparel Industry

Textile Careers
- Textile researcher
- Machine technician
- Manufacturing supervisor
- Industrial engineer
- Plant engineer

Fabric Care Service Careers
- Home counselor
- Marker
- Spotter
- Finisher
- Sewer
- Inspector
- Assembler

Apparel Careers
- Pattern maker
- Computator
- Fabric researcher
- Garment maker
- Clothing designer

Merchandising Careers
- Marketing researcher
- Manufacturer's salesperson
- Stockroom person
- Retail salesperson
- Merchandise manager
- Display director
- Display personnel
- Fashion coordinator

Communications and Advertising Careers
- Advertising manager
- Advertising account executive
- Copywriter
- Photographer
- Illustrator
- Model
- Fashion stylist
- Editor
- Public relations personnel

NAME THESE JOBS

Directions: Read the activities listed in the right column and identify the job named in the left column.

1.	P _ _ _ er	packs items to be sent to customers
2.	Stock _ _	puts merchandise on store shelves
3.	_ _ _ _ _ _ er	wraps gifts for customers
4.	Techn _ _ _ _ _	repairs machines
5.	_ _ _ _ ser	irons out wrinkles
6.	Fashion e _ _ _ _ r	writes articles for newspapers and magazines
7.	A _ _ _ _ _ _ _ _ _ _ _ _ _	changes fit of clothing
8.	Sales p _ _ _ _ _	retailer
9.	S _ _ _ _	makes apparel
10.	Re _ _ _ _ _ _ _ _	discovers new information

Answers: 1. packer 2. stocker 3. wrapper 4. technician 5. presser
6. fashion editor 7. alterationist 8. sales person 9. sewer 10. researcher

COMMON CHARACTERISTICS OF JOBS

Directions: Match the job with a characteristic needed by workers in the apparel industry.

____ 1. Alterationist
____ 2. Store manager
____ 3. Assembly line worker
____ 4. Designer
____ 5. Salesperson
____ 6. Buyer
____ 7. Textile producer
____ 8. Dry cleaner
____ 9. Custom sewer
____10. Supervisor
____11. Researcher
____12. Entrepreneur
____13. Cotton farmer
____14. Supervisor
____15. Grader
____16. Stockperson
____17. Production manager
____18. Store owner

a. High school diploma
b. Skilled in sewing
c. Bachelor's degree
d. Works with detail
e. Jobs concentrated in few areas
f. Works with hands
g. Works with ideas
h. Helps people directly
i. Works with people
j. Works on a team
k. Grows a product
l. Directs others
m. Takes responsibility
n. Highly responsible
o. Physical strength required
p. Repetitious work
q. Motivates others
r. Willing to risk

Answers: 1.h 2.q 3.p 4.g 5.a 6.c 7.e 8.f 9.b 10.i
11.n 12.r 13.k 14.l 15.d 16.o 17.j 18.m

Traits That Help One Succeed on the Job

Directions: Match each person in the right column with a trait shown in the left column.

1. ____________________ Friendly
2. ____________________ Cooperative
3. ____________________ Tactful
4. ____________________ Considerate
5. ____________________ Honest
6. ____________________ Self-confident
7. ____________________ Intelligent
8. ____________________ Patient
9. ____________________ Courteous
10. ____________________ Initiative
11. ____________________ Good memory
12. ____________________ Orderly
13. ____________________ Loyal

Harry discovered he had overcharged a customer and he immediately gave a refund.

Sam smiles and speaks to a co-worker as he enters his work area.

Donna was kind when her customer wanted to try on 20 pairs of shoes.

The boss exploded in anger, and Lisa said, "I am sorry you are upset."

Entrique offered to help his co-worker when her mother died.

Jane helped Mary rethread her machine.

Helen refused to talk critically about her boss.

Henry organized his tools before beginning his work.

John's boss asked if he would try a new job and John said, "Sure, I can do it."

Pete said, "I'm sorry," when he bumped a customer.

Juan writes down the name of every new employee in his department.

Ann read the directions and was able to complete her task immediately.

David decided to clean the store windows before he was asked to do so.

Answers: 1. Sam 2. Enrique 3. Lisa 4. Jane 5. Harry 6. John
7. Ann 8. Donna 9. Pete 10. David 11. Juan 12. Henry 13. Helen

Household Tasks

Directions: Read the following paragraph about the Smith family. Pretend you are responsible for assigning household tasks for one week. Outline the tasks you think the family will have and assign them so the family may live comfortably together.

The Smith family consists of Mrs. Sue Smith and her daughter, Erin, age 15, and Mrs. Mary Smith and her twin sons, Sam and Earl, ages 8. Both of the women work away from home Monday through Friday from eight to five. Erin is a freshman in high school. Her major family responsibility is watching Sam and Earl after school each day. Saturday is the family day for chores. The Smiths live in a three bedroom condominium.

Weekly Household Duties

Day	Family Member				
	Sue	Mary	Erin	Sam	Earl
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					

TA 61

Cost of Living

Before accepting a job, it is essential to compare each locale's cost of living. What would be a generous starting salary in the Midwest may cover only the rent of a small apartment in a large East or West Coast metropolis. According to the following table, if you received job offers in Kansas City and New York City, you would not have to earn much in Kansas City to maintain a New York style of living. Use the following equation and table to compare the salaries of different locals.

Equation:

$$\begin{matrix}\text{City \#1}\\ \text{City \#2}\end{matrix}\quad \frac{\text{Index \#}}{\text{Index \#}} \times \begin{matrix}\text{Starting}\\ \text{Salary}\end{matrix} = \begin{matrix}\text{Equivalent}\\ \text{Salary}\end{matrix}$$

Example:

$$\begin{matrix}\text{New York}\\ \text{Kansas City}\end{matrix}\quad \frac{145.8}{97.1} \times \$24{,}000 = \$36{,}037$$

$$\begin{matrix}\text{Kansas City}\\ \text{New York}\end{matrix}\quad \frac{97.1}{145.8} \times \$24{,}000 = \$15{,}984$$

Inter-City Cost of Living Index

Los Angeles	115.4
Denver	102.3
Washington, D.C.	133.2
Atlanta	110.8
New Orleans	97.5
Kansas City	97.1
Albuquerque	102.1
New York City	145.8
Oklahoma City	93.8
Dallas	104.4

Source: The college edition of the *National Business Employment Weekly*, "Managing Your Career". Spring 1988. Dow Jones and Company, Inc.